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ABSTRACT

In an effort to establish clear goals and objectives for helping students achieve desired outcomes, this guide provides learner outcomes for programs in language arts, mathematics, reading, science, and social studies at grade levels 1-8. Many learner outcomes are accompanied by a descriptive statement. Learner outcomes are explicated in the language arts program for spelling, handwriting, composition, grammar, literature, speaking, and listening. The basis for the learner outcomes in the mathematics program are directed toward the development of problem solving capacity on the part of the student. The reading program learner outcomes outline the necessary skills to form the reading process. Learner outcomes provided for the areas of the science program include: (1) general science, (2) life science, (3) earth science, and (4) physical science. The learner outcomes and descriptive statements presented for social studies are closely aligned with current efforts to establish greater accountability for students' progress. Major concepts in the social studies curriculum include space, process, change, time, interdependence, and human rights. (SM)

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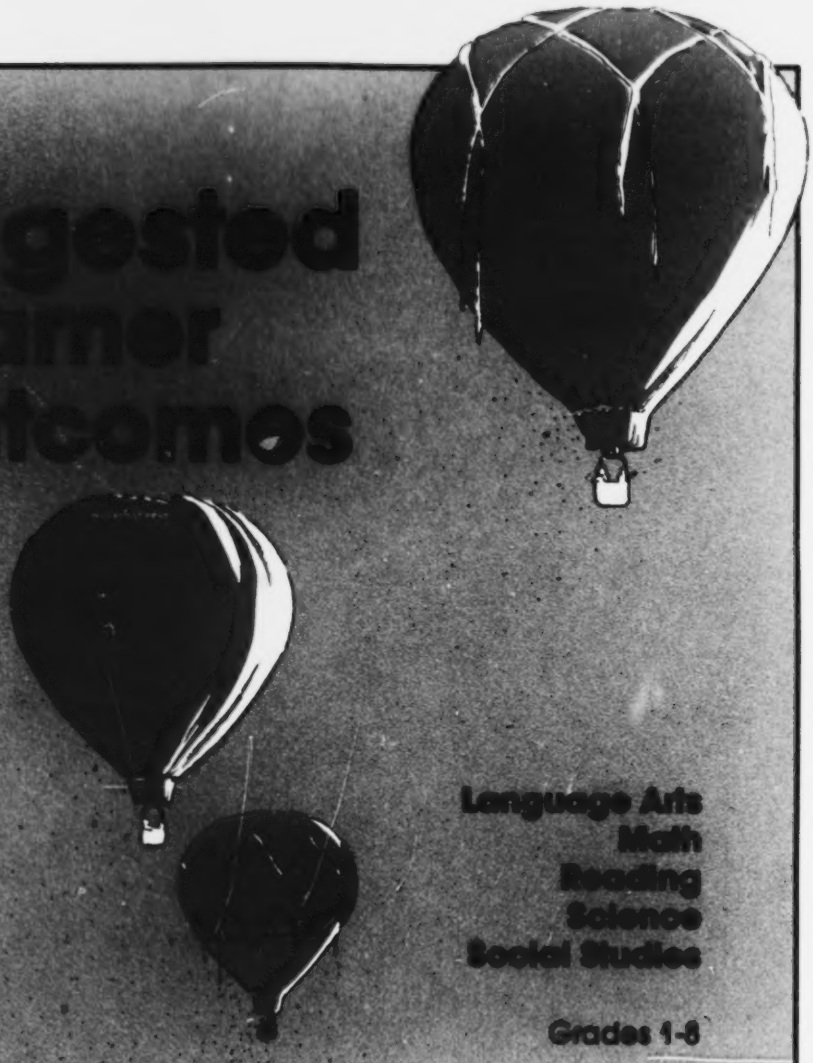

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Math
Reading
Science
Social Studies

Grades 1-8

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Suggested Learner Outcomes

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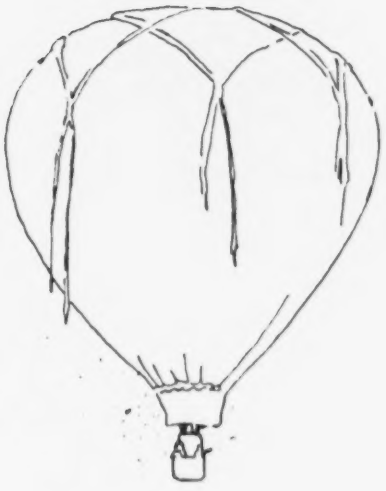

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Prepared by
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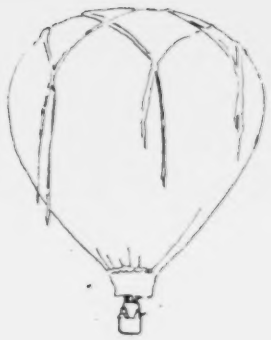
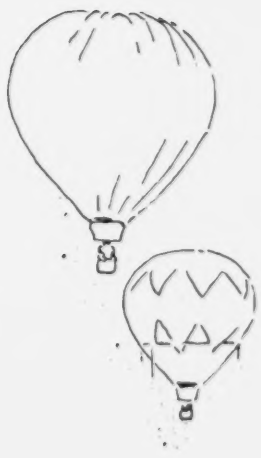


FOREWORD

Education for living in our contemporary society has become an increasingly complex process. There is a vast array of outcomes that we expect our young to achieve, but all too often we are not at all clear as to how we will help them arrive at those outcomes. We do not always set clear goals and objectives; we do not present consistent guidelines.

In an effort to take some steps in that direction, the State Department of Education during the year 1983-84 gathered representative groups of teachers, administrators, district and college specialists, and department personnel to prepare the Suggested Learner Outcomes found in this publication. Dozens of persons participated in the process and in June, 1984 another separate group of approximately 75 individuals met to perform a validation process on the Outcomes to insure that they were valid and appropriate to Oklahoma schools and children.

This publication is the product of that effort. It is produced and distributed in the hope that it will help teachers organize their curriculum along some basic guidelines. The ultimate goal, of course, is the improvement of education for our children without whom we have no future.



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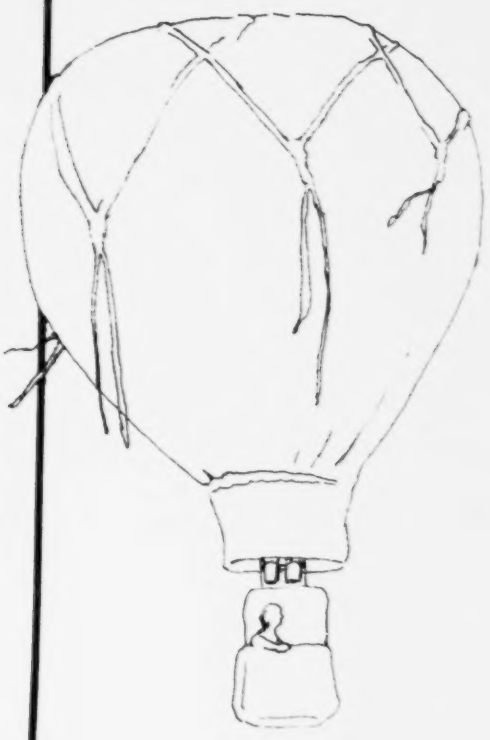


Language Arts

LANGUAGE ARTS
INTRODUCTION

These Suggested Learner Outcomes for Language Arts were developed as a result of H.B. 1816 which addresses competencies on all grade levels. It will provide a framework to assist school districts in evaluating their local curriculum requirements.

The guide contains a delineation of the various areas of language arts and a sequential listing of skills. These skills are further organized into grade levels first through eighth.

This publication is not intended to supplant a program but rather serve as a flexible tool for coordinating existing programs, providing correlation of all systems, and insuring that each school has a sense of direction in the area of language arts.

LANGUAGE ARTS
PHILOSOPHY

Language is the medium for all learning; language arts skills are basic to education. Those skills include thinking, listening, reading, writing, and speaking. Effective communication through the integration of grammar, writing, and literature is a fundamental goal. The teaching of language arts skills should address student needs and abilities in all areas of life. However, the acquiring of language arts skills is not the exclusive province of the school but should be a joint effort of the school, home, and community.

LANGUAGE ARTS

The major areas of language arts are listed separate for examination of the teaching strands. Yet, in actual classroom application they are interrelated and are not independent categories.

I. Listening
   A. Reception
   B. Processing

II. Speaking
   A. Development of confidence
   B. Communication of ideas
   C. Sense of audience

III. Reading
   A. Knowledge of great literature of mankind
   B. Expansion of vocabulary (connotation and denotation)
   C. Reading for pleasure
   D. Literal and interpretive comprehension

IV. Writing
   A. Integration of grammar, composition, and literature
   B. Legible penmanship
   C. Spelling proficiency

V. Thinking skill
   A. Application
   B. Analysis
   C. Synthesis
   D. Evaluation

VI. Application of mass media to language arts
   A. Critical and evaluative skills
   B. Art forms
   C. Educational resources

The Language Arts Suggested Learner Outcomes Committee used the above outline for the interpretation of language arts in accordance with the requirements of H.B. 1816.

LANGUAGE ARTS
GRADE ONE

SPELLING

1.1 The student will develop an awareness of consonant and vowel sounds.

1.2 The student will recognize likenesses and differences in letter forms.

1.3 The student will associate sounds with symbols.

1.4 The student will arrange words in alphabetical order with the first letter.

1.5 The student will be familiar with a picture dictionary.

1.6 The student will be introduced to memorization and the writing of spelling words.
Descriptive Statement: Emphasis is on the basic relationships of sounds to written symbols.

HANDWRITING

1.7 The student will recognize and write upper and lower case letters in manuscript.

1.8 The student will form and space numerals, letters, and words.

1.9 The student will properly align manuscript letters and words.
Descriptive Statement: Emphasis is on the correct use of writing tools, the formation of letters and numerals, and correct spacing.

COMPOSITION

1.10 The student will dictate sentences for the teacher to write.

1.11 The student will copy sentences from charts or board.

1.12 The student will copy a friendly letter.

1.13 The student will write and understand statement and question sentences.

1.14 The student will begin to write creative stories and poetry.
Descriptive Statement: Emphasis is placed on the understanding and writing of sentences.

GRAMMAR

1.15 The student will be introduced to the basic parts of speech.
Descriptive Statement: Emphasis will be placed on nouns as naming words (singular and plural forms), verbs as doing words, and pronouns with their uses.

1.16 The student will be introduced to capitalization.
Descriptive Statement: Emphasis will be placed on capitalization for: beginning sentences, holidays, days of the week, months of the year, and proper names of people and pets.

1.17 The student will be introduced to basic punctuation.
Descriptive Statement: Emphasis will be placed on periods to end telling (declarative) sentences and question marks to end asking (interrogative) sentences.

LITERATURE

1.18 The student will be introduced to literature.

1.19 The student will say and act out nursery rhymes and stories.
Descriptive Statement: Emphasis will be placed on developing an appreciation of good literature by listening to the teacher read true and fanciful stories and poetry.

SPEAKING

1.20 The student will listen to identify and reproduce sounds.

1.21 The student will hear and say words that rhyme.

1.22 The student will converse informally, respecting the opinions of others.

1.23 The student will state name, address, and telephone number.

1.24 The student will tell stories.

1.25 The student will share ideas with others in discussions.

1.26 The student will recite rhymes and jingles.

1.27 The student will speak audibly.

1.28 The student will begin to identify and eliminate non-standard usage, i.e., ain't, I or he seen, he come, have did, have saw, have went.

1.29 The student will retell familiar folk and fairy tales.

1.30 The student will participate in show-and-tell activities.
Descriptive Statement: Emphasis is on the student using complete sentences when appropriate, staying on the subject, and respecting the rights of others to contribute. In a variety of life situations, the student asks questions to secure directions, information, or permission.

1.31 The student will begin to develop a positive self-concept.

LISTENING

1.32 The student will develop an appreciation of stories read or told.

1.33 The student will listen for correct pronunciation, picture words, and sound words.

1.34 The student will listen to follow directions.

1.35 The student will listen to answer a question.

1.36 The student will listen for details and sequencing of events in stories.
Descriptive Statement: Emphasis is on the development of auditory skills to be used as the foundation for basic learning.

1.37 The student will listen to distinguish fact from fantasy in print and non-print medium, i.e. books, film and television.
Descriptive Statement: Emphasis is on the development of critical thinking skills.

LANGUAGE ARTS
GRADE TWO

SPELLING

2.1 The student will note likenesses and differences in sound.

2.2 The student will extend sound and symbol relationships.

2.3 The student will identify long and short vowel sounds.

2.4 The student will identify and spell words using initial, medial, and final consonants.

2.5 The student will identify compound words, base words, homonyms, antonyms, synonyms, and contractions.

2.6 The student will identify and use word endings correctly.

2.7 The student will spell assigned words.

2.8 The student will recognize and write words that have more than one meaning.

2.9 The student will arrange words in alphabetical order with the first and second letters.

2.10 The student will use a pictorial dictionary.
Descriptive Statement: Emphasis is on sound-symbol relationships, word patterns, and families of words combined with picture clues, context clues, and structural clues.

HANDWRITING

2.11 The student will improve manuscript by mastery of all upper and lower case letters.

2.12 The student will be introduced to upper and lower case letters in cursive.

2.13 The student will copy correctly from book, board, or chart.
Descriptive Statement: Emphasis is on the proper formation of manuscript letters, introduction of cursive letters, and the uniformity and correct spacing of letters (to those who are developmentally ready).

COMPOSITION

2.14 The student will recall and relate orally and in writing simple personal data.

2.15 The student will develop the concept of the sentence as a complete thought.

2.16 The student will identify a group of sentences as a paragraph with a main idea.

2.17 The student will identify and write correctly the parts of a letter.

2.18 The student will write an invitation or thank you note.

2.19 The student will write stories or poetry.

2.20 The student will be introduced to the use of the glossary and encyclopedia.
Descriptive Statement: Emphasis is on the introduction of the function of sentence order and the development of basic paragraphs.

GRAMMAR

2.21 The student will identify and use the basic parts of speech in sentences.
Descriptive Statement: Emphasis is on common and proper nouns (singular and plural forms), verbs (present and past tense), pronouns, and adjectives.

2.22 The student will recognize and write declarative (telling) and interrogative (asking) sentences.

2.23 The student will identify the concept of a subject (actor) and predicate (action) and be able to write a sentence using these correctly.

2.24 The student will capitalize the first word of a sentence, proper nouns, titles, and abbreviations.
Descriptive Statement: Emphasis is on an introduction to the practical application of basic writing skills to sentences and simple paragraphs.

LITERATURE

2.25 The student will read and appreciate poems, plays, and nursery rhymes.

2.26 The student will participate in role playing activities.

2.27 The student will listen to distinguish fact from fantasy in print and non-print medium.
Descriptive Statement: Emphasis is to develop an appreciation of good literature through listening, viewing, and reading.

SPEAKING

2.28 The student will participate in class discussion and express his/her own opinions.

2.29 The student will give simple oral book reports.

2.30 The student will participate in show-and-tell.

2.31 The student will participate in dramatic plays.

Descriptive Statement: Emphasis is on encouraging expression of ideas and feelings orally in an organized manner.

2.32 The student will continue to maintain a positive self-concept.

LISTENING

2.33 The student will listen to follow instructions and answer questions.

2.34 The student will listen to and repeat oral directions in sequence.

2.35 The student will listen for enjoyment.

2.36 The student will listen for the main idea and to predict outcomes.

Descriptive Statement: Emphasis is on the importance of listening courteously and for information.

LANGUAGE ARTS
GRADE THREE

SPELLING

3.1 The student will use sound-symbol relationships.

3.2 The student will study and apply various word attack skills in spelling.

3.3 The student will understand meanings of words spelled as evidenced by proper use in oral and written work.

3.4 The student will recognize and identify synonyms, antonyms, contractions, compound words, base (root) words, prefixes, and suffixes.

3.5 The student will develop alphabetizing skills through the second and third letter of a word.

3.6 The student will be introduced to the dictionary.
Descriptive Statement: Emphasis is on using context clues, phonetic clues such as vowel patterns and consonant combinations, and structural clues such as roots and affixes to determine word meaning or spelling.

HANDWRITING

3.7 The student will demonstrate maintenance of manuscript skills.

3.8 The student will write legibly and neatly in cursive style.
Descriptive Statement: Emphasis is on both transcribing from sentences written in manuscript style and writing simple dictated sentences.

COMPOSITION

3.9 The student will write a simple sentence expressing a complete thought.

3.10 The student will write simple paragraphs and stories using a main idea.

3.11 The student will share personal experiences and feelings in writing.

3.12 The student will use the encyclopedias and other reference books.

GRAMMAR

3.13 The student will use regular nouns, verb, and descriptive forms correctly in writing and speaking.
Descriptive Statement: Emphasis is on learning to use the singular and plural of present, past, and future tenses of regular verbs with appropriate subjects.

3.14 The student will develop basic sentences into interrogative, imperative, and declarative forms.

3.15 The student will capitalize and punctuate properly.
Descriptive Statement: Emphasis is on constructing sentences of varied forms according to the purpose and use of punctuation.

LITERATURE

3.16 The student will develop an appreciation of good literature through listening, viewing, and reading.

3.17 The student will distinguish between realism and fantasy in print and non-print medium.
Descriptive Statement: Emphasis is on broadening student's exposure to quality children's literature, e.g., Newbery, Caldecot, and Sequoyah Award books.

SPEAKING

3.18 The student will express ideas in group or individual situations.

3.19 The student will speak clearly using appropriate language skills.
Descriptive Statement: Emphasis is on oral communication skills.

3.20 The student will demonstrate positive self-concept.

LISTENING

3.21 The student will develop skills to listen for information and appreciation.
Descriptive Statement: Emphasis is on developing skills to listen for information and appreciation.

LANGUAGE ARTS
GRADE FOUR

SPELLING

4.1 The student will arrange words in alphabetical order using first through fourth letters.

4.2 The student will identify initial, medial, and final consonant sounds.

4.3 The student will identify short, long, and vowel combination.

4.4 The student will identify multi-syllabic words and words with unstressed syllables.

4.5 The student will use primary and secondary accents.

4.6 The student will identify and use synonyms, antonyms, homophones, homographs, contractions, compound words, prefixes, and suffixes.

4.7 The student will abbreviate days of week, months, titles, streets, states, and cities.

4.8 The student will proofread and make needed corrections.

4.9 The student will obtain information by using the dictionary for definitions and pronunciation.
Descriptive Statement: Emphasis is on acquiring the ability to spell correctly the assigned words.

HANDWRITING

4.10 The student will, from memory, write legibly and neatly using cursive style in appropriate size, slant, spacing, and line quality.
Descriptive Statement: Emphasis is on writing cursive style and maintaining manuscript style.

COMPOSITION

4.11 The student will write a complete sentence.

4.12 The student will develop paragraphs using topic sentences, supporting details, pre-writing, writing, editing, and evaluation skills.

4.13 The student will write stories and reports.

Descriptive Statement: Emphasis is on using the paragraph skills to develop multiple paragraphs for writing stories and reports.

4.14 The student will obtain information by using the glossary, encyclopedia, and other reference books.

4.15 The student will write friendly letters and address envelopes.

GRAMMAR

4.16 The student will recognize and use appropriately the parts of speech: common, proper, possessive and plural nouns; personal and possessive pronouns; tense, action, linking, and agreement verbs; proper, descriptive, and comparative adjectives; and time, place, and manner adverbs.

4.17 The student will recognize and use appropriate sentence kinds: declarative, imperative, interrogative, and exclamatory.

4.18 The student will recognize and use appropriate sentence types: simple and compound.

4.19 The student will recognize and use appropriate sentence components: complete subject and predicate, simple subject and predicate, and phrases.

4.20 The student will recognize and use appropriate sentence structure: run-on, subject-verb agreement, and word order.

4.21 The student will recognize and use appropriate capitalization: sentence beginning, proper nouns, pronoun *I*, quotations, initials, and abbreviations of cities, states, months, and days.

4.22 The student will recognize and use appropriate punctuation: periods, question mark, exclamation point, comma, colon, quotation mark, apostrophe, and paragraph indentations.

LITERATURE

4.23 The student will distinguish between fact and fantasy, in print and non-print medium, read independently fiction and nonfiction, and recognize Haiku.

Descriptive Statement: Emphasis is on developing an appreciation of good literature through viewing, listening, and reading.

SPEAKING

4.24 The student will increase the ability to share ideas in discussions by using oral reports, stories, debates, skits, dramas, telephone conversations, and giving directions.

Descriptive Statement: Emphasis is on increasing ability to participate in class discussions and social situations.

4.25 The student will demonstrate a positive self-concept.

LISTENING

4.26 The student will listen for a purpose: detail, main idea, appreciation, comparison, outcome, directions, or discussion.

Descriptive Statement: Emphasis is on displaying effective listening skills and engaging in the constructive exchange of ideas.

LANGUAGE ARTS
GRADE FIVE

SPELLING

5.1 The student will apply rules for suffixes and prefixes.

5.2 The student will spell the homophones by use of context clues.

5.3 The student will demonstrate the meaning of the basic spelling list through either written or oral communication.

5.4 The student will continue the recognition of long and short vowels and vowel combinations.

5.5 The student will continue to recognize word parts, i.e., syllables and base (root) words.

5.6 The student will locate words in the dictionary through the use of guide words.
Descriptive Statement: Emphasis is on word formation, vocabulary, phonetic analysis and use of the dictionary.

HANDWRITING

5.7 The student will use the correct form and slant of cursive writing, in daily assignments, letters, and reports.

5.8 The student will use the correct form of manuscript, on posters, maps and diagrams.
Descriptive Statement: Emphasis is on the use of cursive and manuscript writing.

COMPOSITION

5.9 The student will write simple and compound sentences.

5.10 The student will write narrative, descriptive, and explanatory paragraphs.

5.11 The student will express feelings and ideas by writing prose and poetry.

5.12 The student will use metaphors, similes, and personification in written assignments.

5.13 The student will use a dictionary, encyclopedia, thesaurus, atlas, and almanac.

5.14 The student will develop an outline from notes.

5.15 The student will write a composition on a selected topic after research, notetaking, writing and proofreading to develop a finished manuscript.

5.16 The student will use a bibliography to find further information.

5.17 The student will write correctly: thank you notes, invitations, acceptance notes, friendly and business letters, and addressing envelopes.
Descriptive Statement: Emphasis will be on communication through written composition.

GRAMMAR

5.18 The student will identify declarative, imperative, interrogative, and exclamatory sentences.

5.19 The student will identify the eight basic parts of speech: nouns, verbs, adjectives, pronouns, adverbs, conjunctions, prepositions, interjections.

5.20 The student will identify basic sentence structure, i.e., subject-verb, subject-verb-direct object, verb-subject, imperative subject, and sentence with complete subject.

5.21 The student will identify sentence fragments and eliminate faulty sentence construction.

5.22 The student will capitalize and punctuate correctly.
Descriptive Statement: Emphasis is on construction of basic types of sentences.

LITERATURE

5.23 The student will identify characterization, plot, and setting.

5.24 The student will recognize figurative language in various media forms.

5.25 The student will develop an appreciation for short stories, novels, prose, and poetry.
Descriptive Statement: Emphasis is on broadening student's literary knowledge.

5.26 The student will distinguish between fact, opinion, and fantasy in print and non-print medium, and read independently fiction and non-fiction.
Descriptive Statement: Emphasis is on developing an appreciation of good literature through listening, viewing, and reading.

SPEAKING

5.27 The student will read short literary excerpts using appropriate tone, volume, pitch, and voice control.

5.28 The student will practice proper enunciation, pronunciation, accurate diction, and phrasing.

5.29 The student will use correct physical behavior, i.e., posture, gestures, body movement, and facial expression.

5.30 The student will be introduced to the sense of audience - to inform, to entertain, to persuade - through appropriate vocabulary.

5.31 The student will present oral book reports and current events using proper organization techniques.

5.32 The student will act out plays.

Descriptive Statement: Emphasis is on increasing the student's self-confidence in speaking through knowledge and experiences.

5.33 The student will demonstrate a positive self-concept.

LISTENING

5.34 The student will listen to appreciate and enjoy, write from dictation, listen effectively to media reports, and listen to provide feedback in conversation.

5.35 The student will critically listen to interpret, correlate, integrate, and evaluate.

Descriptive Statement: Emphasis is on listening for information, direction, and clarity to fulfill given assignments.

LANGUAGE ARTS
GRADE SIX

SPELLING

6.1 The student will apply, in writing, the major conventions of spelling.

6.2 The student will use the dictionary and glossary to obtain information about spelling, definitions, pronunciation, usage, and origin.

Descriptive Statement: Emphasis is on adding prefixes, suffixes, forming plurals, doubling consonants.

HANDWRITING

6.3 The student will write legibly and neatly in cursive style.

Descriptive Statement: Emphasis is on proper spacing, slant, size, and letter formation in both transcribing from manuscript style, in sentence dictation, and creative writing.

COMPOSITION

6.4 The student will proofread personal paragraphs as well as those written by others.

6.5 The student will write a business letter using a standard format.

6.6 The student will write a paragraph containing a main idea and several supporting details.

6.7 The student will create brief compositions focusing on descriptive and persuasive writings.

6.8 The student will use mass media to obtain information.

6.9 The student will form simple, compound, and complex sentences using the most common subordinating conjunctions.

6.10 The student will create brief poems containing similes, metaphors, personification, and alliteration.

6.11 The student will develop a report focused on notetaking, outlining, and reference material.

GRAMMAR

6.12 The student will define, identify and use the eight parts of speech: noun, verb, pronoun, adjective, adverb, preposition, interjection, and conjunction.

6.13 The student will define, identify and use the four sentence types: declarative, imperative, exclamatory, interrogative.

6.14 The student will recognize the simple subject and predicate in simple and compound sentences.

6.15 The student will develop sentences in which subjects and verbs agree.

6.16 The student will use verb forms correctly.

6.17 The student will capitalize correctly: first word of sentences, proper nouns and adjectives, letter parts, outlines, and direct quotations.

Descriptive Statement: Emphasis is on recognition and correct usage of parts of speech and their functions.

6.18 The student will punctuate the four types of sentences.

6.19 The student will use the comma: in dates, addresses, letter parts, compound sentences, in a series, after introductory words and phrases, in direct quotations, direct address, and in appositives.

6.20 The student will use apostrophes correctly in contractions and possessive nouns.

6.21 The student will use quotation marks in conversation and in titles of stories and poems.

6.22 The student will use correctly the hyphen to divide words at the end of a line.

Descriptive Statement: Emphasis is on recognition and usage of correct punctuation, particularly in the student's own writing.

LITERATURE

6.23 The student will identify the characters, plot, and setting of stories and novels.

6.24 The student will distinguish between fables, tall tales, myths, and legends.

6.25 The student will identify and use figurative language: simile, metaphor, and personification.

6.26 The student will identify the elements of persuasion: fact and opinion, cause and effect, and propaganda techniques in print and non-print medium.

Descriptive Statement: Emphasis is on developing an appreciation of good literature through listening, viewing, and reading.

6.27 The student will be introduced to sonnet, ballad, and epic poetry.

SPEAKING

6.28 The student will identify the elements of and present an oral report.

6.29 The student will identify and dramatize the appropriate language and behavior for introductions.

6.30 The student will identify techniques and prepare questions for an interview.

6.31 The student will read selections aloud clearly, accurately, fluently, portraying characters, moods, and events through effective use of pause, rate, volume, and pitch.

6.32 The student will recite from memory appropriately assigned selections.

6.33 The student will demonstrate a positive self-concept.

LISTENING

6.34 The student will identify proper attitudes and aids to listen well.

6.35 The student will listen for the purpose of recalling information, notetaking, sequencing events, following directions, finding details, and main ideas.

6.36 The student will identify speaker's purpose from the material presented, i.e., to persuade, to entertain, to inform, and to direct.

LANGUAGE ARTS
GRADE SEVEN

SPELLING

7.1 The student will enlarge speaking, reading, and writing vocabulary through the use of correct spelling skills.

Descriptive Statement: Emphasis is on developing spelling and vocabulary by such means as the study of roots and affixes; synonyms, antonyms, and homonyms; words of multiple meanings; words in context; and words most frequently misspelled.

7.2 The student will review the use of the dictionary.

Descriptive Statement: Emphasis is on alphabetizing, spelling, guide words, prefixes, suffixes, pronunciation key, and the definition which best fits the context.

HANDWRITING

7.3 The student will exhibit legibility in cursive and manuscript writing.

Descriptive Statement: Emphasis is on neatness and using capital/lower case letters.

COMPOSITION

7.4 The student will use expression in dialogue, poetry, tall tales, science fiction, fables, myths, essays, reports, letters, short stories, songs, or ballads.

Descriptive Statement: Emphasis is on self-expression in writing.

7.5 The student will develop a paragraph using a pre-writing, writing, revising and editing process.

Descriptive Statement: Emphasis is on developing an understanding of the writing process in using the various types of paragraphs and composition.

7.6 The student will paraphrase information from written and oral materials.

Descriptive Statement: Emphasis is on understanding a message and putting it into one's own words. The new form may be either oral or written.

7.7 The student will take notes from written, oral, and other forms of media.

Descriptive Statement: Emphasis is on summarizing information and recording it in a systematic way.

GRAMMAR

7.8 The student will recognize the function of words (and parts of speech) within sentences.

7.9 The student will expand the relationship between subjects and predicates, predicates and complements, and the extension of each through modification.

7.10 The student will study grammar by either diagramming or studying the five basic sentence patterns.

Descriptive Statement: Emphasis is on reinforcing or introducing parts of speech, subjects, predicates, complements, diagramming, and/or sentence patterns.

7.11 The student will choose and use the correct forms of verbs, adjectives, adverbs, pronouns, and prepositions so that all words in the sentence are in agreement according to the standard formal/informal aspects of the language.

Descriptive Statement: Emphasis is on studying the appropriate place for formal/informal and standard/nonstandard aspects of the language.

7.12 The student will capitalize and punctuate at the proper times.

Descriptive Statement: Emphasis is on following the basic rules of capitalization and punctuation.

LITERATURE

7.13 The student will form concepts based on information or ideas encountered in literature.

Descriptive Statement: Emphasis is on the ability to classify particulars in order to form generalizations useful for comprehending, organizing, and retaining information.

7.14 The student will expand reading scope through various forms of literature.

Descriptive Statement: Emphasis is on use of different kinds of material, read for either pleasure or information.

7.15 The student will perceive the relationship between direct experience and vicarious experiences in literature.

Descriptive Statement: Emphasis is on understanding how imaginary experiences in literature can enrich daily existence.

7.16 The student will be able to use and define the various literary terms and devices, i.e., plot, characterization, setting, conflict, theme, and symbolism.

7.17 The student will be familiar with figurative language, i.e., simile, metaphor, and personification; and sound devices, i.e., rhythm, rhyme, alliteration, and onomatopoiea.

Descriptive Statement: Emphasis is on understanding the concepts of literature through use of figurative language, literary terms, and sound devices.

7.18 The student will distinguish between fact, fiction, opinion, and inference in print and non-print medium.

Descriptive Statement: Emphasis is on developing an appreciation of good literature through listening, viewing, and reading.

SPEAKING

7.19 The student will use both oral and nonverbal communication in social contexts, i.e., dialogues, small groups, and panel discussions.

Descriptive Statement: Emphasis is on aspects of oral communication, i.e., making, clarifying, and supporting statements, and responding in a relevant and coherent manner. Aspects of nonverbal communication include using appropriate facial expressions, postures, gestures, and variations of interpersonal space.

7.20 The student will learn to communicate orally in a variety of situations such as, a need to accomplish, inform, express, persuade, and entertain.

Descriptive Statement: Emphasis is on adapting content and formality of oral language to fit purpose and audience.

7.21 The student will develop skill in attending to, responding to, and analyzing oral communications.

Descriptive Statement: Emphasis is on active listening in a variety of situations: listening to appreciate sound devices, following the logical organization of an oral presentation, selecting from an oral presentation the information needed, and determining a speaker's motive, bias, and point of view.

7.22 The student will demonstrate a positive self-concept.

LANGUAGE ARTS
GRADE EIGHT

SPELLING

8.1 The student will spell assigned words and apply spelling skills in assigned work.

8.2 The student will master base word definitions and pronunciations by using dictionary skills.

Descriptive Statement: Emphasis is on spelling and understanding the basic words of an adult vocabulary.

HANDWRITING

8.3 The student will produce neat and accurate papers with legible manuscript or cursive writing.

Descriptive Statement: Emphasis is on manuscript and cursive writing.

COMPOSITION

8.4 The student will write well-constructed and mature sentences that express a complete thought.

8.5 The student will write paragraphs and/or essays using topic sentences, details, organization, and closing statement.

8.6 The student will write business and friendly letters and address envelopes.

Descriptive Statement: Emphasis is on mastering writing skills and composing creative writing, locating and using library resources, taking notes both orally and from written work, and revising and proofreading written assignments.

GRAMMAR

8.7 The student will recognize and use correctly the parts of speech and understand the functions of words in a sentence.

Descriptive Statement: Emphasis is on recognizing the relationships between subjects, predicates, complements and phrases, and improving sentence writing.

8.8 The student will classify sentences according to meaning and type.

8.9 The student will identify clauses.

8.10 The student will be introduced to gerunds, participles, and infinitives.

8.11 The student will follow basic rules of capitalization and punctuation.

8.12 The student will construct sentences using irregular verbs, pronouns, adverbs, adjectives, and prepositions.

Descriptive Statement: Emphasis is on the understanding of analyzing or diagramming basic sentence patterns and structures.

LITERATURE

8.13 The student will define and recognize characterization, plot, setting, theme, symbolism, and point of view.

8.14 The student will identify figurative language: alliteration, simile, metaphor, and personification.

8.15 The student will be introduced to the varying structures, rhythms, tones, and meters of poetry.

Descriptive Statement: Emphasis is on learning literary skills and concepts through the study of various kinds of literature, i.e., fiction, nonfiction, poetry, and plays for study and appreciation.

8.16 The student will distinguish between fact, fiction, opinion, inference, and investigate the selective nature of print and non-print medium.

Descriptive Statement: Emphasis is on developing an appreciation of good literature through listening, viewing, and reading.

SPEAKING

8.17 The student will adapt oral language to a particular audience, occasion, and purpose.

Descriptive Statement: Emphasis is on language usage (formal or informal), fluency, voice control, and organization.

8.18 The student will participate in the oral reading and/or dramatizing of poems, plays, dialogues, skits, and stories.

Descriptive Statement: Emphasis is on performer's use of body and voice as well as identifying, discussing, and interpreting story ideas.

8.19 The student will participate in class discussions using details from various types of media.

Descriptive Statement: Emphasis is on locating and explaining details from written material and other types of media.

8.20 The student will demonstrate a positive self-concept.

LISTENING

8.21 The student will listen for main and subordinate ideas and sequence of events.

8.22 The student will evaluate and use mass media as sources of information.

8.23 The student will listen to instructions for activities and assignments.
Descriptive Statement: Emphasis is on developing listening skills that will aid all areas of learning.

This chart shows the grade levels where skills are introduced and emphasized. It should be noted that skills not indicated as continuing should be taught until student competence or mastery is achieved.

SPELLING

	1	2	3	4	5	6	7	8
Sound/Symbol								
Consonant and vowel sounds	x							
Sound/symbol association	x	x	x					
Likenesses and differences in sounds		x						
Vowel sounds		x	x	x				
Initial, medial and final consonants		x	x	x				
Word attack skills			x					
Letter Formation								
Likenesses and differences in letter forms	x							
Alphabetizing								
Alphabetical order	x	x	x	x	x	x	x	
Word Structure								
Compound words, base words, homonyms, antonyms,								
synonyms, conractions, homophones, and homographs		x	x	x	x	x	x	
Prefixes and suffixes		x	x	x	x	x		
Abbreviations				x				
Multisyllabic words and words with unstressed syllables				x				
Primary and secondary accents				x				
Plurals						x		
Double consonants						x		
Dictionary								
Picture dictionary	x	x						
Dictionary			x	x	x	x	x	x
Glossary					x	x	x	x
Words with more than one meaning		x	x	x	x	x	x	
Application of Skills								
Proofread and correct				x	x	x	x	x
Memorization and writing of spelling words	x	x	x	x	x	x	x	x
Applying skills in written work								x
Context								
Words in context							x	

HANDWRITING

	1	2	3	4	5	6	7	8
Recognize upper and lower case manuscript	x							
Form numerals and letters	x	x						
Use proper alignment of manscript letters and words	x	x						
Introduction of upper and lower case cursive		x	x					
Copy from board, chart or book		x	x					
Maintain manuscript			x	x	x	x	x	x
Write legibly and neatly in cursive			x	x	x	x	x	x
Write dictated sentences			x	x	x	x	x	x
Use proper size, slant, spacing and line quality in cursive				x	x	x	x	x

COMPOSITION

	1	2	3	4	5	6	7	8
Dictate sentences for teacher to write	x							
Copy written material	x	x						
Write statements and questions	x	x	x					
Write stories and poetry	x	x	x	x	x	x	x	x
Write personal data		x						
Write complete sentences		x	x	x	x			
Write paragraphs		x	x	x	x			
Friendly letters		x	x	x	x	x	x	x
Invitations, Thank-you		x	x	x	x	x	x	x
Glossary and encyclopedia		x	x	x	x	x	x	x
Creative writing		x	x	x	x	x	x	x
Writing process (prewriting, writing, editing, rewriting)				x	x	x	x	x
Simple, compound, complex sentences					x	x	x	x
Narrative, descriptive, explanatory paragraphs					x	x	x	x
Business letters					x	x	x	x
Composition (descriptive and persuasive)						x	x	x
Use information from mass media						x	x	x
Similes, metaphors, personification					x	x	x	x
Alliteration						x	x	x
Reports, using reference materials					x	x	x	x
Paraphrasing, summarizing							x	x
Narratives							x	x

GRAMMAR

	1	2	3	4	5	6	7	8
Punctuation								
Period at end of sentence	x	x	x	x	x	x	x	x
Question mark	x	x	x	x	x	x	x	x
Exclamation mark				x	x	x	x	x
Abbreviations				x	x	x	x	x
Commas				x	x	x	x	x
Colon				x	x	x	x	x
Quotation marks				x	x	x	x	x
Apostrophe				x	x	x	x	x
Hyphen						x	x	x
Semi-colon							x	x
Parentheses							x	x
Underlining (italics)							x	x
Dash							x	x
Kinds of Sentences								
Declarative		x	x	x	x	x	x	x
Interrogative		x	x	x	x	x	x	x
Imperative			x	x	x	x	x	x
Exclamatory				x	x	x	x	x
Sentence Parts								
Subject and predicate		x	x	x	x	x	x	x
Phrases				x	x	x	x	x
Direct objects					x	x	x	x
Object of preposition					x	x	x	x
Understood subject (you)					x	x	x	x
Predicate noun							x	x
Predicate adjective							x	x
Indirect object							x	x
Parts of Speech								
Nouns	x	x	x	x	x	x	x	x
Pronouns	x	x	x	x	x	x	x	x
Verbs	x	x	x	x	x	x	x	x
Adjectives		x	x	x	x	x	x	x
Adverbs			x	x	x	x	x	x
Conjunctions					x	x	x	x
Preposition					x	x	x	x
Interjection						x	x	x

GRAMMAR (Con't.)

	1	2	3	4	5	6	7	8
Usage								
Nouns	x	x	x	x	x	x	x	x
Pronouns	x	x	x	x	x	x	x	x
Verbs	x	x	x	x	x	x	x	x
Adjectives		x	x	x	x	x	x	x
Adverbs			x	x	x	x	x	x
Subject-verb agreement				x	x	x	x	x
Prepositions							x	x
Capitalization								
Beginning sentences	x	x	x	x	x	x	x	x
Holidays	x	x	x	x	x	x	x	x
Days of week, month of year	x	x	x	x	x	x	x	x
Proper nouns	x	x	x	x	x	x	x	x
Titles		x	x	x	x	x	x	x
Abbreviations		x	x	x	x	x	x	x
Pronoun (I)				x	x	x	x	x
Quotations				x	x	x	x	x
Cities, states				x	x	x	x	x
Proper adjectives						x	x	x
Letter parts						x	x	x
Outlines						x	x	x
Sentence Structure								
Simple		x	x	x	x	x	x	x
Compound				x	x	x	x	x
Diagramming						x	x	x
Run-on sentences				x	x	x	x	x
Fragments					x	x	x	x
Clauses							x	x
Verbals								
Gerunds								x
Participles								x
Infinitives								x

LITERATURE

	1	2	3	4	5	6	7	8
Appreciation	x	x	x	x	x	x	x	x
Dramatic form	x	x	x	x	x	x	x	x
Realism, fantasy		x	x	x	x	x		
Fiction, nonfiction				x	x	x	x	x
Characters, plot, setting of stories and novels						x	x	x
Simile, metaphor, and personification						x	x	x
Fact and opinion						x	x	x
Cause and effect						x	x	x
Propaganda techniques						x	x	x
Poetry	x	x	x	x	x	x	x	x
Literary devices, e.g., symbolism, etc.							x	x

SPEAKING

	1	2	3	4	5	6	7	8
Identify and reproduce sounds	x	x	x					
Say words that rhyme	x	x						
Converse informally	x	x	x	x	x	x	x	x
State name, address, phone number	x							
Tell stories	x	x	x	x	x	x	x	x
Share ideas in discussions	x	x	x	x	x	x	x	
Recite rhymes and jingles	x	x						
Speak audibly	x	x	x	x	x	x	x	x
Eliminate glaring usage errors	x	x	x	x	x	x	x	x
Participate in show-and-tell	x	x						
Oral book reports		x	x	x	x	x	x	x
Dramatic plays, poems		x	x	x	x	x	x	x
Debates				x	x	x	x	x
Telephone conversations				x	x	x	x	x
Giving directions				x	x	x	x	x
Techniques and questions for interview						x	x	x
Speaking fluently (mood, rate, volume, pitch)						x	x	x
Memorization						x	x	x
Dialogues							x	x
Panel discussions							x	x

LISTENING

	1	2	3	4	5	6	7	8
Appreciation of stories	x	x	x	x	x	x	x	x
Correct pronunciation	x	x	x	x	x	x	x	x
Following directions	x	x	x	x	x	x	x	x
Answer a question	x	x	x	x	x	x	x	x
Sequence of events	x	x	x	x	x	x	x	x
Enjoyment	x	x	x	x	x	x	x	x
Main ideas		x	x	x	x	x	x	x
Separate fact from fantasy		x	x	x	x	x	x	x
Information		x	x	x	x	x	x	x
Exchange of ideas				x	x	x	x	x
Comparison				x	x	x	x	x
Proper attitude						x	x	x
Note taking						x	x	x
Appreciate sound devices							x	x
Analyze oral communication							x	x

Math

MATHEMATICS
INTRODUCTION

The purpose of this document, as mandated by H.B. 1816 in the state of Oklahoma, is to provide a framework for instruction in mathematics in the public schools. Suggested goals are listed to provide parents and other citizens with a better understanding of typical curricular expectations for each grade level and course.

The listed student outcomes are only a portion of the curriculum and teachers are encouraged to go beyond them to have students achieve additional objectives. Acknowledging the varied range of learner abilities, these suggested competencies are intended as general guidelines for curriculum development.

MATHEMATICS
OVERVIEW

It is the right of each child to receive the best education society can provide. The student deserves the opportunity to study the body of mathematical knowledge as it is used to communicate patterns and relationships. The student also needs to experience the search for and invention of such relationships and to appreciate their usefulness in everyday situations.

Mathematical structures and the processes used to develop those structures are useful for solving problems. The ability to solve problems ranging from routine practical applications to creative analysis and synthesis, is critical to a person's adaptability and productivity in an everchanging technological society.

The mathematics taught in the elementary school should be directed primarily toward the development of problem solving capacity on the part of the student. Basic problem solving processes such as classification, data collection and organization, pattern recognition, inference and deduction, estimation and verification should be central to the curriculum.

Critical to practical problem solving ability is arithmetic and its associated computational skills. As indicated by The National Science Board Commission of Pre-College Education:[1]

1. "Calculators and computers should be introduced into the mathematics classroom at the earliest grade practicable. Calculators and computers should be utilized to enhance the understanding of arithmetic and geometry as well as the learning of problem solving.

2. Substantially more emphasis should be placed on the development of skills in mental arithmetic, estimation, and approximation and substantially less be placed on paper and pencil execution of the arithmetic operations.

3. Direct experience with the collection and analysis of data should be provided for in the curriculum to insure that every student becomes familiar with these important proceses."

Topics in mathematics should be taught utilizing the principles of developmental learning theory. New concepts should be introduced using concrete manipulatives in several embodiments before abstract symbolic forms are taught. The child's developmental level and unique learning style should determine the mode of instruction and the rate of introduction of topics.

The influence of the classroom teacher is far-reaching in its effect upon the attitude and achievement of each student. An appreciation of mathematics and a positive attitude toward mathematical study are critical to fostering achievement. Approximately sixty minutes of daily directed instruction in mathematics is recommended for each student in grades one through eight.

The importance of mathematical skills cannot be underestimated in today's society. Mathematics educators must seek to obtain excellence in their instruction and in their expectations of student achievement. It is in the spirit of commitment to educational excellence for Oklahoma's young people that these suggested learner outcomes are offered as a tool to improve classroom instruction in mathematics.

1"The Mathematical Sciences Curriculum K-12: What is Still Fundamental and What is Not," Report to the National Science Board Commission on Pre-College Education in Mathematics, Science and Technology, The Conference Board of the Mathematical Sciences, December 1, 1982.

MATHEMATICS
GRADE ONE

Although the concepts appear in some logical instructional sequence, it is recognized that sequencing of concepts will vary as the learning activities are individualized for the student. Teachers are encouraged to provide students with daily exposure to mental computation. The appropriate use of Computer Assisted Instruction (CAI), which can include software programs described as drill and practice, tutorial, problem solving, and simulation is recommended.

1.1 The student will identify triangles, rectangles, squares and circles.

1.2 The student will match the numerals 0 through 10 with a given number of objects.

1.3 The student will count by ones, fives, and tens from zero to one hundred, both orally and in writing.

1.4 The student will use concrete objects to demonstrate the concept of addition as the joining of two sets.

1.5 The student will identify and write the numerals 0 through 99.

1.6 The student, given an ordered set of objects, will name the positions first through fifth.

1.7 The student will solve simple problems expressed in words and pictures.
Descriptive Statement: The problems will be of the one-step kind. Mental and written computation will occur.

1.8 The student will name the symbols for arithmetic sentences (+, −, =) and use the symbols correctly in context.

1.9 The student will name the sum for addition facts whose answer is 10 or less.
Descriptive Statement: Problems will be answered verbally and in writing. Horizontal and vertical forms will be used when written.

1.10 The student will find the difference of two whole numbers, each 10 or less.
Descriptive Statement: Problems will be answered verbally and in writing. Horizontal and vertical forms will be used when written.

1.11 The student will tell the time to the hour and half-hour.
Descriptive Statement: Standard and digital clocks will be used.

1.12 The student, using a calendar, will identify days, weeks, and months.

1.13 The student will identify pennies, nickels, dimes, and quarters, and name their value.

1.14 The student will compare lengths.
Descriptive Statement: Concepts of longest, shortest, and equal will be included.

1.15 The student will use various units of measure.
Descriptive Statement: Arbitrary units, such as paper clips, straws, and hand spans will be used. Centimeter and inch rulers may also be used.

1.16 The student will identify the part of a region which represents one-half, one-third, and one-fourth.
Descriptive Statement: The concept of fractions as a part of a whole is intended. The symbols 1/2, 1/3, and 1/4 may be used.

1.17 The student will read a bar graph and picture graph to identify the row or column having more or less objects.
Descriptive Statement: The intent of this objective is to have students make comparisons between rows or columns of objects in a graph.

1.18 The student will identify the value of each digit in a two-digit numeral.
Descriptive Statement: Manipulatives, such as sticks, blocks, or counters will be used.

1.19 The student will identify the place value of each digit in a two-digit numeral.
Descriptive Statement: Concrete sets of tens and ones will be used. Problems will be answered verbally and in writing.

1.20 The student will find the sum of whole numbers, 99 or less, without regrouping.
Descriptive Statement: Only vertical form will be used when written. Manipulatives may be used.

1.21 The student will find the difference of two whole numbers, each 99 or less, without regrouping.
Descriptive Statement: Only vertical form will be used when written. Manipulatives may be used.

MATHEMATICS
GRADE TWO

Although the concepts appear in some logical instructional sequence, it is recognized that sequencing of concepts will vary as the learning activities are individualized for the student. Teachers are encouraged to provide students with daily exposure to mental computation. The appropriate use of Computer Assisted Instruction (CAI), which can include software programs described as drill and practice, tutorial, problem solving, and simulation, is recommended.

2.1 The student will count by twos, fives, and tens from zero to one hundred, both orally and in writing.

2.2 The student will read and write the numerals 0 through 999.

2.3 The student will complete a sequence of ten or fewer consecutive whole numbers between 0 and 99.
Descriptive Statement: At least the first three numbers of the sequence will be given.

2.4 The student, given an ordered set of objects, will identify the positions first through tenth.

2.5 The student will compare the numerical values of two whole numbers between 0 and 99 by identifying one as greater than, less than, or equal to the other.
Descriptive Statement: The words *greater than, less than,* and *equal to* and the symbols **>** **<** and = will be used to describe the relationship.

2.6 The student will write a number sentence using addition and subtraction to describe a given picture.
Descriptive Statement: The symbols (+, −, =) will be used.

2.7 The student will find the sum of a pair of one-digit numbers through sums of eighteen.
Descriptive Statement: Both vertical and horizontal forms will be used.

2.8 The student will find the difference in subtraction problems with minuends through eighteen.
Descriptive Statement: Both vertical and horizontal forms will be used.

2.9 The student will identify the place value of each digit in a three-digit numeral.
Descriptive Statement: Problems will be answered verbally and in writing.

2.10 The student will identify the value of each digit in a three-digit numeral.
Descriptive Statement: Manipulatives may be used.

2.11 The student will add two numbers, each having 2 or 3 digits, without regrouping.
Descriptive Statement: Vertical form will be used when written.

2.12 The student will subtract 2 numbers, each having 2 or 3 digits, without regrouping.
Descriptive Statement: Vertical form will be used when written.

2.13 The student will add two-digit numbers with regrouping.
Descriptive Statement: Vertical form will be used when written. Problems will contain a maximum of 3 addends.

2.14 The student will subtract two-digit numbers with regrouping.
Descriptive Statement: Vertical form will be used when written.

2.15 The student, given an appropriate drawing or concrete object, will identify the parts or region which represents one-half, one-fourth or one-third and write the corresponding symbols.
Descriptive Statement: The concept of fractions as a part of a whole is intended.

2.16 The student will make simple linear measurements in centimeters and inches.
Descriptive Statement: The student will be given a ruler marked in inches only or in centimeters only. Students are not expected to choose an appropriate measuring instrument. Activities with inches and centimeters should not be presented together.

2.17 The student, presented with various measuring devices, will identify a liter container and a quart container as appropriate instruments for measuring liquids.
Descriptive Statement: Actual measuring devices will be used. Students may not be required to read or write the word name of the measuring device.

2.18 The student will identify pennies, nickels, dimes, quarters, half-dollars, and dollar bills.
Descriptive Statement: Students will be asked to identify and compare the value of currency.

2.19 The student will determine, by counting, the value of a collection of pennies, nickels dimes, quarters, half-dollars, and dollars.
Descriptive Statement: The ¢ notation or dollar sign and decimal point may be used.

2.20 The student will tell time to the half-hour.
Descriptive Statement: Standard and digital clocks will be used.

2.21 The student will draw a triangle, circle, square and rectangle.

2.22 The student will complete a simple bar graph.
Descriptive Statement: The intent is to have students make comparisons between objects on a graph by completing graphs as group activities.

2.23 The student will solve simple problems containing words and pictures.
Descriptive Statement: Problems will be of the one-step type. Mental drill is encouraged. Simple charts and picture graphs may be used to present information.

MATHEMATICS
GRADE THREE

Although the concepts appear in some logical instructional sequence, it is recognized that sequencing of concepts will vary as the learning activities are individualized for the student. Teachers are encouraged to provide students with daily exposure to mental computation. The appropriate use of Computer Assisted Instruction (CAI), which can include software programs described as drill and practice, tutorial, problem solving, and simulation, is recommended.

3.1 The student will identify the place value of each digit in a four-digit numeral.
Descriptive Statement: Problems will be answered verbally and in writing.

3.2 The student will identify the value of each digit in a four-digit numeral.

3.3 The student will compare two whole numbers of four digits or less by identifying one as greater than, less than, or equal to the other.
Descriptive Statement: The words *greater than, less than,* and *equal to* and the symbols **>**, **<** , and = will be used to describe the relationship.

3.4 The student will count by twos, threes, fours, fives, tens, and hundreds.

3.5 The student will read and write numbers through 999.

3.6 The student will identify odd and even whole numbers.

3.7 The student will choose the correct operation and solve simple one-step problems.
Descriptive Statement: Problems will involve one of the four operations. Manipulatives may be used.

3.8 The student will know basic addition, subtraction, multiplication and division facts.
Descriptive Statement: Problems will be answered verbally and in writing.

3.9 The student will add and subtract numbers each having 2, 3, or 4 digits with or without regrouping.
Descriptive Statement: Two-digit addition and subtraction problems will be written in both horizontal and vertical form. Three and four-digit problems will be written in vertical form.

3.10 The student will identify examples of the commutative and associative properties of addition and multiplication.

3.11 The student will identify and use money, the cents sign, and the dollar sign.
Descriptive Statement: The student, given a collection of money, will select the coins and dollars which could be used to pay for a specific purchase.

3.12 The student will add and subtract amounts of money.
Descriptive Statement: Problems will be written using the dollar sign and decimal point.

3.13 The student will describe the inverse relationship of multiplication and division.

3.14 The student will multiply a whole number, 999 or less, by a one-digit number with or without regrouping.
Descriptive Statement: Vertical form will be used.

3.15 The student will recognize and write fractional parts of a region or group.

3.16 The student will read and write simple fractions.

3.17 The student will draw and label a circle, a square, a triangle and a rectangle.

3.18 The student will select and use the appropriate unit of measurement to find length and weight.
Descriptive Statement: Metric and English units will be used.

3.19 The student will tell time to the hour, half-hour, and quarter-hour.
Descriptive Statement: Standard and digital clocks will be used.

3.20 The student will read bar, line, circle, and picture graphs, charts, and tables as depicted on a graph.

3.21 The student will solve word problems involving the four basic operations.
Descriptive Statement: Problems will be answered verbally and in writing. One-step problems will be used. Simple two-step problems may be included.

MATHEMATICS
GRADE FOUR

Although the concepts appear in some logical instructional sequence, it is recognized that sequencing of concepts will vary as the learning activities are individualized for the student. Teachers are encouraged to provide students with daily exposure to mental computation. The appropriate use of Computer Assisted Instruction (CAI), which can include software programs described as drill and practice, tutorial, problem solving, and simulation, is recommended.

4.1 The student will identify the place value of each digit in a six-digit numeral.

4.2 The student will identify the value of each digit in a six-digit numeral.

4.3 The student will compare two whole numbers of six digits or less by identifying one as greater than, less than, or equal to the other.
Descriptive Statement: The words *greater than, less than,* and *equal to* and the symbols **>**, **<**, and = will be used to describe the relationship.

4.4 The student will read and write word names for whole numbers through the thousands.

4.5 The student will round a given whole number to the nearest ten or hundred.
Descriptive Statement: Two-digit numerals will be used when rounding to the nearest ten. Three-digit numerals will be used when rounding to the nearest hundred. Excessive use of 9's in consecutive places (e.g., 999) should be avoided.

4.6 The student will recognize and predict number sequences.
Descriptive Statement: Given three numbers, the student will extend the number sequence. Problems will be answered verbally and in writing.

4.7 The student will read and write Roman numerals through 100.
Descriptive Statement: The symbols **I, V, X, L** and **C** will be used in naming and writing Roman numerals.

4.8 The student will find the sum of two whole numbers, each 9,999 or less, with or without regrouping.
Descriptive Statement: Problems will be written in horizontal and vertical form.

4.9 The student will find the difference of two whole numbers each 9,999 or less with or without regrouping.
Descriptive Statement: Problems will be written in horizontal and vertical form.

4.10 The student will find the product of two whole numbers involving the basic facts through 9 x 9.
Descriptive Statement: Problems will be answered verbally and in writing.

4.11 The student will multiply two whole numbers, one factor 999 or less and a second factor 99 or less with regrouping.

4.12 The student will find the quotient of two whole numbers involving the basic facts through 81 ÷ 9.
Descriptive Statement: Standard division notation, ($2\overline{)14}$), will be used. Problems will be answered verbally and in writing.

4.13 The student will find the quotient of two whole numbers given a dividend of three digits or less and a one-digit divisor.
Descriptive Statement: Problems will include one, two and three stage division. Standard division notation will be used.

4.14 The student will find the average of a set of two-digit whole numbers.

4.15 The student will use decimals in money problems with all four operations.
Descriptive Statement: Problems will be written in vertical form with decimal points aligned and any value less than one dollar expressed in hundredths.

4.16 The student will identify odd and even whole numbers.

4.17 The student will recognize and write fractional parts of a region or group.

4.18 The student will compare and simplify fractions and add and subtract like fractions.
Descriptive Statement: Problems will not include mixed numbers.

4.19 The student will identify basic geometric shapes and terminology.

4.20 The student will select and use the appropriate unit of measurement to find length, weight and volume.
Descriptive Statement: Metric and English units will be used.

4.21 The student will tell time to the nearest minute and make simple time computations.
Descriptive Statement: Standard and digital clocks will be used.

4.22 The student will draw and read bar, line, circle and picture graphs, charts and tables as depicted on a graph.

4.23 The student will identify and use the commutative and associative properties of addition and multiplication.

4.24 The student will solve word problems involving the four basic operations.
Descriptive Statement: Problems will be answered verbally and in writing. One and two-step problems will be included. Graphs may be used to depict information.

MATHEMATICS
GRADE FIVE

Although the concepts appear in some logical instructional sequence, it is recognized that sequencing of concepts will vary as the learning activities are individualized for the student. Teachers are encouraged to provide students with daily exposure to mental computation. The appropriate use of Computer Assisted Instruction (CAI), which can include software programs described as drill and practice, tutorial, problem solving and simulation, is recommended.

5.1 The student will identify, read and write the place value of each digit in a seven-digit numeral.
Descriptive Statement: The names of periods may be included.

5.2 The student will identify the value of each digit in a seven-digit numeral.

5.3 The student will read and write Roman numerals.
Descriptive Statement: The symbols I, V, X, L, C, D, and M will be used in naming and writing Roman numerals.

5.4 The student will read and write the word names for whole numbers through 9,999,999.

5.5 The student will compare two whole numbers of seven digits or less by identifying one as greater than, less than or equal to the other.
Descriptive Statement: The words *greater than*, *less than* and *equal to* and the symbols **>**, **<**, and = will be used to describe the relationship.

5.6 The student will round a given whole number to the nearest ten, hundred, thousand, or million.
Descriptive Statement: Two-digit numerals will be used when rounding to the nearest ten. Three-digit numerals will be used when rounding to the nearest hundred. Excessive use of 9's in consecutive places (e.g., 999) should be avoided.

5.7 The student will find the sum of three whole numbers, each 99,999 or less, with or without regrouping.
Descriptive Statement: Problems will be written in horizontal and vertical form.

5.8 The student will find the difference between two whole numbers, each 99,999 or less, with or without regrouping.
Descriptive Statement: Problems will be written in horizontal and vertical form.

5.9 The student will use divisibility rules to check whole number divisibility by 2, 3, 5 and 10.
Descriptive Statement: Problems will be worked mentally and answers given orally.

5.10 The student will identify prime, composite, odd and even whole numbers.
Descriptive Statement: Identification should be made visually and answers given verbally and in writing. A definition may be expected for each type of number.

5.11 The student will write the prime factorization of a whole number 99 or less.
Descriptive Statement: Problems will be solved using a factor tree.

5.12 The student will multiply two whole numbers, one factor four digits or less and a second factor three digits or less.

5.13 The student will find the quotient of two whole numbers given a dividend of four digits or less and a one- or two-digit divisor.

5.14 The student will compare, add, subtract, multiply and divide like fractions and mixed numbers.
Descriptive Statement: Changing improper fractions to mixed numerals and vice versa may be included. Problems will be written in horizontal and vertical form.

5.15 The student will give a definition for basic geometric terms and identify geometric shapes and their parts.
Descriptive Statement: Terms may include parallel, horizontal, vertical, perimeter, area, and volume. Shapes may include circles, triangles, and quadrilaterals.

5.16 The student will select and use the appropriate unit of meausrement to find length, weight and volume.
Descriptive Statement: Metric and English units will be used. The relationship between metric and English units, such as centimeter and inch, liter and quart, meter and yard, may be included.

5.17 The student will write decimal numerals for common fractions and mixed numbers.

5.18 The student will compare, add, subtract, multiply and divide decimal numerals.

5.19 The student will compute and round to the nearest dollar using amounts of money.
Descriptive Statement: Making correct change for prices of ten dollars or less may be included.

5.20 The student will draw, read, and interpret charts, graphs and tables.

5.21 The student will change common fractions and decimal numerals to percent notation and vice versa.

5.22 The student will identify and use the commutative and associative properties of addition and multiplication.

5.23 The student will solve word problems involving the four basic operations by writing a mathematical equation.
Descriptive Statement: Problems will involve whole numbers, decimals and fractions.

5.24 The student will find the average of a set of whole numbers.

MATHEMATICS
GRADE SIX

Although the concepts appear in some logical instructional sequence, it is recognized that sequencing of concepts will vary as the learning activities are individualized for the student. Teachers are encouraged to provide students with daily exposure to mental computation. The appropriate use of Computer Assisted Instruction (CAI), which can include software programs described as drill and practice, tutorial, problem solving and simulation, is recommended.

6.1 The student will identify, read and write the place value of each digit in a nine-digit numeral.
Descriptive Statement: The names of periods may be included.

6.2 The student will identify the value of each digit in a nine-digit numeral.

6.3 The student will read and write the word names for whole numbers through 9,999,999,999.

6.4 The student will round a whole number less than 999,999.

6.5 The student will compare two whole numbers of nine digits or less by identifying one as greater than, less than, or equal to the other.
Descriptive Statement: The words *greater than, less than,* and *equal to* and the symbols **>**, **<** and = will be used to describe the relationship.

6.6 The student will compute with whole numbers less than 999,999 using the four operations.
Descriptive Statement: Problems will be written in horizontal and vertical form.

6.7 The student will estimate sums, differences, products and quotients using whole numbers.
Descriptive Statement: Mental and written problem solving will occur.

6.8 The student will solve word problems involving whole numbers.
Descriptive Statement: Real-life, practical situations will be utilized in writing and solving problems. Problems involving multi-step situations will be included. Problems will be answered verbally and in writing. Skills involved with estimating answers should be developed. Calculators may be used in problem solving.

6.9 The student will identify a whole number as prime or composite, find the factors of a number, and write the prime factorization of a composite number.
Descriptive Statement: Divisibility rules will be reviewed.

6.10 The student will compute using decimals in the four operations.

Descriptive Statement: Problems will be written in horizontal and vertical form. No more than five digits will be included in any term in a problem. Dollar and cent notation will be included.

6.11 The student will estimate sums, differences, products and quotients using decimals.

6.12 The student will solve word problems involving decimals.

Descriptive Statement: Real-life, practical situations will be utilized in writing and solving problems. Problems involving multi-step situations will be included. Problems will be answered verbally and in writing. Skills involved with estimating answers should be developed. Calculators may be used in problem solving.

6.13 The student will determine the greatest common factor (GCF) and least common multiple (LCM) of a set of whole numbers.

6.14 The student will simplify a given fraction or name an equivalent.

6.15 The student will add, subtract, multiply and divide fractions and mixed numbers.

6.16 The student will write ratios using correct notation and recognize equivalent ratios.

6.17 The student will express equivalent expressions as a fraction, decimal and percent and will compute what percent one number is of another.

6.18 The student will recognize and name geometric terms and figures.

Descriptive Statement: Shapes will include linear, plane and solid figures. Symbols and names for various shapes will be used. Relationships such as symmetrical, congruent, perpendicular and horizontal will be introduced.

6.19 The student will use basic tools to measure geometric figures.

Descriptive Statement: Measurements will include perimeter, area, and volume. Real-life applications should promote the understanding of the concepts of perimeter, area, and volume.

6.20 The student will identify and compute using units of measurement in both the English and metric systems.

Descriptive Statement: Conversion from one unit to another within the same system may be included.

6.21 The student will identify time zones and perform time computations.

Descriptive Statement: Computations will be limited to addition and subtraction operations.

6.22 The student will construct a graph and read and interpret data from a graph.

Descriptive Statement: Picture, line, bar, circle graphs and coordinate pairs will be used.

6.23 The student will identify and use the commutative and associative properties of addition and multiplication.

MATHEMATICS
GRADE SEVEN

Although the concepts appear in some logical instructional sequence, it is recognized that sequencing of concepts will vary as the learning activities are individualized for the student. Teachers are encouraged to provide students with daily exposure to mental computation. The appropriate use of Computer Assisted Instruction (CAI), which can include software programs described as drill and practice, tutorial, problem solving and simulation, is recommended.

7.1 The student will read, write and round numbers and compare numbers using the symbols >, <, and =.
Descriptive Statement: Numbers may extend to the billions place for whole numbers and the millionths place in decimal notation.

7.2 The student will read and write the word names for numbers.
Descriptive Statement: Numbers may extend to the billions place for whole numbers and the millionths place in decimal notation.

7.3 The student will write numerals using standard, expanded, or scientific notation.
Descriptive Statement: Changing from one type of notation to another will be included.

7.4 The student will demonstrate an understanding of exponential notation.
Descriptive Statement: Given a power, naming the exponent and base will be required. Writing a number in exponential form, given a set of repeated factors, will be included.

7.5 The student will use order of operations to solve simple numerical expressions.

7.6 The student will recognize and use the properties of operations on numbers.
Descriptive Statement: Properties may include the commutative and associative properties for addition and multiplication, distributive property, additive and multiplicative identities and inverses.

7.7 The student will add, subtract, multiply and divide whole numbers.
Descriptive Statement: Problems involving two- and three-digit divisions will be included. Problems will be answered verbally and in writing. Skills involved with estimating answers and the appropriate use of a calculator should be developed.

7.8 The student will find the square root of a number.
Descriptive Statement: Methods may include estimation, a square root table, and a calculator.

7.9 The student will find the mean, median, mode, and range of a set of numbers.

7.10 The student will add, subtract, multiply and divide decimals.

Descriptive Statement: Problems will be answered verbally and in writing. Computation with amounts of money will be included. Skills involved with estimating answers and the appropriate use of a calculator should be developed.

7.11 The student will identify a whole number as prime or composite, find the factors of a number and write the prime factorization of a composite number.

Descriptive Statement: Divisibility tests for 2, 3, 5, 6, 9 and 10 will be used. Prime factorization will be written using exponential notation.

7.12 The student will find the greatest common factor (GCF) and least common multiple (LCM).

Descriptive Statement: Sets of two, three, and four numbers may be used. Set notation may be used.

7.13 The student will write, compare and simplify fractions and mixed numbers.

Descriptive Statement: Naming equivalent fractions will be included.

7.14 The student will add, subtract, multiply and divide fractions and mixed numbers.

Descriptive Statement: Skills involved with estimating answers should be developed.

7.15 The student will identify geometric terms and figures and know formulas.

Descriptive Statement: These may include parallel and perpendicular lines, skew lines, parts of a circle, polygons, similar and congruent figures, and lines of symmetry. Basic algebraic formulas will be included.

7.16 The student will measure geometric figures using English and metric units.

Descriptive Statement: Measurements will include perimeter, circumference, area and volume.

7.17 The student will draw and measure line segments and angles.

Descriptive Statement: A protractor and English and metric rulers will be used.

7.18 The student will demonstrate an understanding of time.

Descriptive Statement: A given number of minutes will be written as a fractional part of an hour. Time computations may be performed which involve different time zones.

7.19 The student will use the English and metric systems of measurement.

Descriptive Statement: Selection of an appropriate unit of measurement and conversion from one unit to another within the same system will be included.

7.20 The student will construct a graph and read and interpret data from a graph.

Descriptive Statement: Picture, line, bar, circle graphs and coordinate pairs will be used.

7.21 The student will read and graph numbers on a number line.
Descriptive Statement: Distinguishing between the graph and the coordinate may be included.

7.22 The student will solve word problems.
Descriptive Statement: Problems will be answered verbally and in writing. Skills involved with estimating answers and the appropriate use of a calculator should be developed. Problems involving multi-step situations will be included.

7.23 The student will express a ratio as a fraction and write equivalent ratios.

7.24 The student will convert percents, fractions and decimals to equivalent expressions.

7.25 The student will mentally convert simple fractions to percents.
Descriptive Statement: Fractions may include one-half, third, fourths, fifths and tenths.

7.26 The student will develop skills in solving percent problems.
Descriptive Statement: Real-life applications may include sales tax, discount, interest and commission.

7.27 The student will perform the basic operations with integers.
Descriptive Statement: Opposites and comparing integers using, **>** **<**, or = will be included.

7.28 The student will demonstrate basic concepts of simple probability.
Descriptive Statement: Appropriate vocabulary and experiments, such as coin toss, may be included.

MATHEMATICS
GRADE EIGHT

Although the concepts appear in some logical instructional sequence, it is recognized that sequencing of concepts will vary as the learning activities are individualized for the student. Teachers are encouraged to provide students with daily exposure to mental computation. The appropriate use of Computer Assisted Instruction (CAI), which can include software programs described as drill and practice, tutorial, problem solving, and simulation, is recommended.

8.1 The student will add, subtract, multiply and divide whole numbers, fractions and decimals.
Descriptive Statement: Use of the commutative and associative properties for addition and multiplication, distributive property, additive and multiplicative identities and inverses will be included.

8.2 The student will solve problems involving whole numbers, decimals and fractions.
Descriptive Statement: Selecting the appropriate operation(s) for solution and translating word phrases and sentences into mathematical expressions and equations will be required. Problems will be answered verbally and in writing. Skills involved with estimating answers and the appropriate use of a calculator should be developed.

8.3 The student will identify the place value of each digit in a given numeral and express a numeral in expanded and scientific notation using exponents.

8.4 The student will estimate answers to problems involving decimals, fractions and whole numbers.

8.5 The student will compare whole numbers, decimals and fractions using the symbols $>$, $<$, and $=$.

8.6 The student will identify a whole number as prime or composite, find the factors of a number and write the prime factorization of a composite number.
Descriptive Statement: Divisibility tests will be used. Prime factorization will be written using exponential notation.

8.7 The student will find the greatest common factor (GCF) and least common multiple (LCM).

8.8 The student will name fractions equivalent to a given fraction or mixed number.
Descriptive Statement: Simplifying fractions and renaming improper fractions as mixed numbers and vice versa will be included.

8.9 The student will identify and name basic geometric figures.
Descriptive Statement: Point, line, line segment, ray, plane and angle will be included.

8.10 The student will construct basic geometric figures.
Descriptive Statement: A straightedge and compass will be used to construct congruent line segments and angles.

8.11 The student will draw and identify parallel lines, perpendicular lines and vertical angles.

8.12 The student will classify angles and pairs of angles.
Descriptive Statement: A protractor will be used to measure angles to determine which are acute, right and obtuse. Complementary and supplementary angles will be identified.

8.13 The student will recognize and classify polygons.
Descriptive Statement: Triangles will be classified by the measures of sides and angles. Quadrilaterals will be classified by specific properties.

8.14 The student will compare integers.
Descriptive Statement: A number line may be used.

8.15 The student will add, subtract, multiply and divide integers.
Descriptive Statement: Word problems using integers will be included.

8.16 The student will identify points in the coordinate plane.
Descriptive Statement: The coordinate plane will consist of four quadrants. For a given point, the ordered pair will be named. For a given ordered pair, the corresponding point will be graphed.

8.17 The student will find the perimeter of a polygon.
Descriptive Statement: Metric and English units will be used.

8.18 The student will identify the common parts of a circle and find the circumference of a given circle.
Descriptive Statement: Radius and diameter will be included as parts of a circle. Given either the length of the diameter or the radius, the circumference will be determined.

8.19 The student will find the area of simple, two-dimensional, closed figures.
Descriptive Statement: Triangles, quadrilaterals and circles will be included. Metric and English units will be used.

8.20 The student will find the volume of three-dimensional, closed figures.
Descriptive Statement: Figures may include prisms, cylinders, pyramids, cones and spheres. Metric and English units will be used.

8.21 The student will express a ratio as a fraction in simplest form.

8.22 The student will determine which ratio in a pair is greater.

8.23 The student will express equivalent expressions as a fraction, decimal numeral and percent.

Descriptive Statement: Decimal numerals may be repeating or terminating decimals. Fractional numerals will include proper and improper fractions and mixed numbers.

8.24 The student will solve problems using proportions.

8.25 The student will solve percent problems.

Descriptive Statement: Methods may include using proportions and decimal or fraction equivalents.

8.26 The student will solve application problems involving percents.

Descriptive Statement: Sales tax, discount, interest and commission problems will be included.

8.27 The student will solve one-step equations.

Descriptive Statement: The method will involve the use of the distributive property and the additive and multiplicative identities and inverses. Manipulatives, such as a balance scale, may be used.

8.28 The student will find squares and square roots.

Descriptive Statement: Methods may include the square root algorithm, estimation, a square root table and a calculator.

8.29 The student will identify the parts of a right triangle and utilize the Pythagorean relationship.

Descriptive Statement: The legs and hypotenuse will be identified. Given the length of two sides, the Pythagorean Theorem will be used to determine the length of the third side.

MATHEMATICS
PRE-ALGEBRA

Although the concepts appear in some logical instructional sequence, it is recognized that sequencing of concepts will vary as the learning activities are individualized for the student. Teachers are encouraged to provide students with daily exposure to mental computation. The appropriate use of Computer Assisted Instruction (CAI), which can include software programs described as drill and practice, tutorial, problem solving and simulation, is recommended.

PA.1 The student will compute using whole numbers, fractions, decimals and percent.

PA.2 The student will convert fractions, decimals and percents from one form to the other.

PA.3 The student will simplify numerical expressions using order of operations.

PA.4 The student will recognize like terms and simplify algebraic expressions.
Descriptive Statement: Addition and subtraction of like terms is intended.

PA.5 The student will compare integers and perform basic operations with integers.

PA.6 The student will evaluate simple algebraic expressions.

PA.7 The student will solve linear equations in one variable.
Descriptive Statement: The method will involve the use of the distributive property and the additive and multiplicative identities and inverses. Equations may have variables on both sides.

PA.8 The student will solve linear inequalities in one variable.
Descriptive Statement: The solutions will be graphed on the number line.

PA.9 The student will add, subtract, multiply and divide rational numbers.
Descriptive Statement: Identification and use of properties of addition and multiplication with rationals will be involved.

PA.10 The student will solve equations and inequalities involving rational numbers.

PA.11 The student will find the perimeter, circumference, area, and volume of simple and regular polygons.
Descriptive Statement: Metric and English units will be used.

PA.12 The student will identify the ordered pairs associated with a point and graph and label points associated with ordered pairs in all four quadrants.

PA.13 The student will select appropriate coordinates to graph a given linear equation in **x** and **y.**

Descriptive Statement: This may involve choosing a value for **x** and finding the corresponding value for **y.**

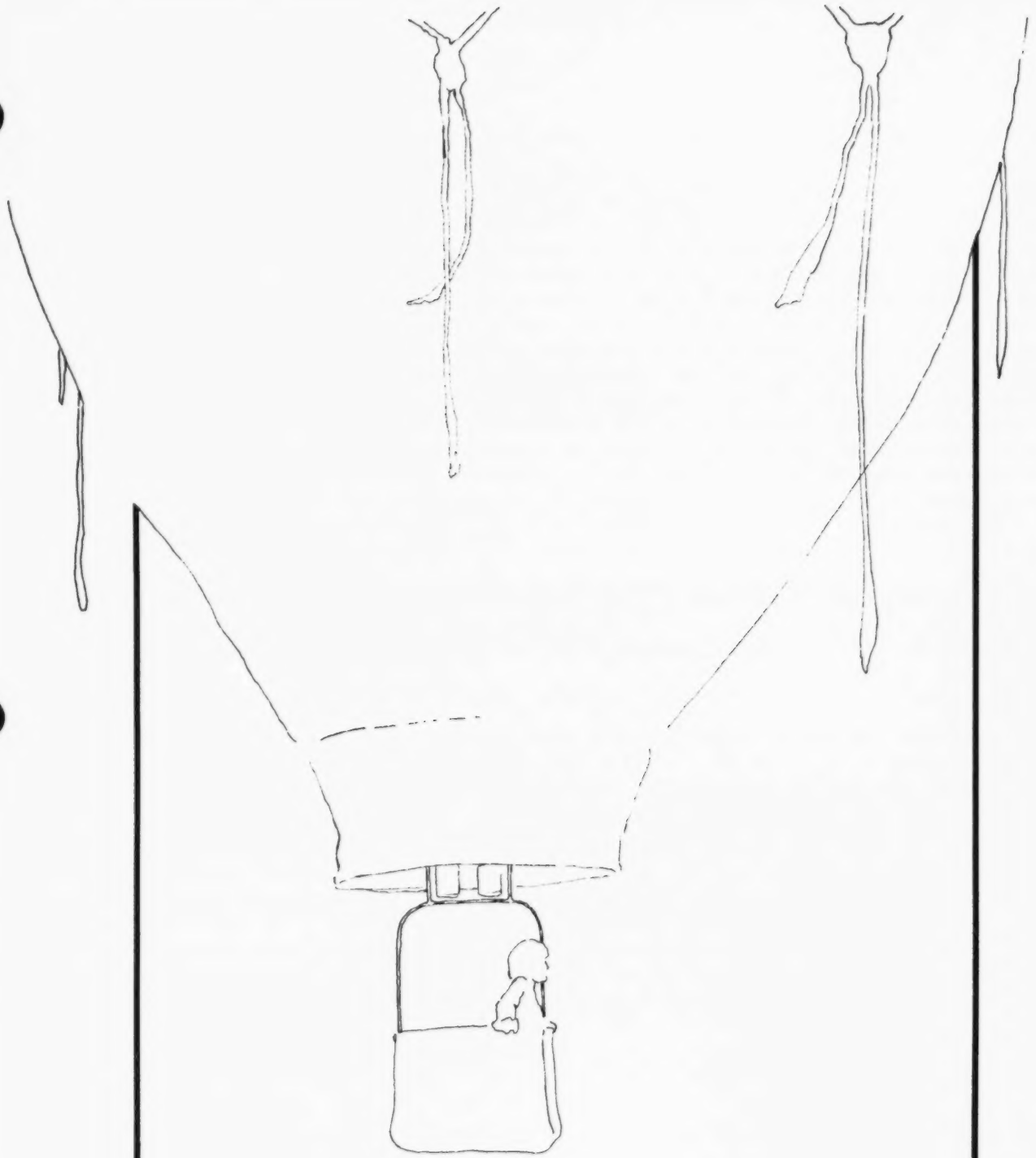
PA.14 The student will find the slope given the equation of a line.

PA.15 The student will find squares and square roots.

Descriptive Statement: Methods may include the square root algorithm, estimation, a square root table and a calculator.

PA.16 The student will identify the parts of a right triangle and utilize the Pythagorean relationship.

Descriptive Statement: The legs and hypotenuse will be identified. Given the length of two sides, the Pythagorean theorem will be used to determine the length of the third side.



Reading

OVERVIEW TO READING

Reading is communication. It is one of our most important survival skills and can provide a lifetime source of enjoyment. Reading well is the key to success in school, at work, in the family, and in the society. Every individual should be as proficient in this skill as his physical, emotional and environmental capabilities will allow. Therefore reading should be taught in a logical, comprehensive and sequential manner.

The value of reading lies in using it as a tool for understanding, solving problems and enjoying. By working together we can achieve this worthy goal with each child in the State of Oklahoma.

The list of skills following each grade level are prepared in the form of checklists for teacher convenience. Each list can be considered as a set of minimal expectations of skill achievement for students whose instructional reading level is comparable to their grade placement.

These checklists may also be used with students who are reading above or below grade level by simply referring to the appropriate level indicated by the instructional level of the student.

READING
PRIMARY GRADES
INTRODUCTION

Learning to read is a complex process for which no one method or device is sufficient. It is not a group of separate skills to be practiced in isolation and later blended together into the total act. It is rather a total act from the beginning, limited, of course, by the reader's reasoning capabilities, his/her experiences and reading abilities.

Some children enter first grade with highly developed verbal skills. We know that all childre n grow and develop at different rates and have varying needs for emotional response and security and have different levels of maturity and mastery of language as a communication process.

While all children are probably alike in more ways than they are different, it is the understanding and acceptance of these degrees of difference that enable each child to grow from his/her place on the long continuum.

READING
GRADE ONE

1.1 The student will know capital and small letters in sequential and mixed order.
Descriptive Statement: Emphasis will be on demonstrating recognition of the alphabet.

1.2 The student will recognize word families.
Descriptive Statement: Emphasis is on word patterns such as: fat, cat, hat, etc.

1.3 The student will demonstrate knowledge of the basic vocabulary.
Descriptive Statement: The student should recognize the words in print and be able to correctly pronounce them, and read them in sentences. The appropriate Dolch Words are part of this list.

1.4 The student will demonstrate skills in the area of phonetic analysis.
Descriptive Statement: The student should be able to distinguish differences in sounds (consonant and vowel letters) and correctly reproduce these sounds in words.

1.5 The student will demonstrate skills in the area of visual discrimination.
Descriptive Statement: This includes determining likenesses and differences in colors, sizes, shapes and words.

1.6 The student will demonstrate ability in listening skills.
Descriptive Statement: The student should be able to repeat a sequence of letters or words and follow oral directions. The student should respond to and comprehend oral reading by the teacher.

1.7 The student will demonstrate skills in following printed directions.
Descriptive Statement: The student should be able to follow one and two-step, written directions.

1.8 The student will demonstrate skills in sequencing.
Descriptive Statement: The student should be able to place picture cards, one to four, in sequential order and retell the story in proper order.

1.9 The student will distinguish between fiction and nonfiction.
Descriptive Statement: The student should be able to determine if a selection is real or make believe.

1.10 The student will develop mental imagery.
Descriptive Statement: The student should be able to express his/her mental images verbally or through drawing.

1.11 The student will do simple alphabetizing.
Descriptive Statement: Emphasis is on placing listed words in ABC order.

1.12 The student will find specific answers to comprehension questions.
Descriptive Statement: Emphasis will be on remembering what has been read and drawing conclusions from given information.

1.13 The student will demonstrate the ability to read orally.
Descriptive Statement: The student should be able to read a short selection with expression.

1.14 The student will demonstrate skills in the area of silent reading.
Descriptive Statement: Emphasis will be on directed silent reading.

READING
GRADE ONE
SKILLS CHECKLIST

I. Word Analysis

A. Vocabulary

____ Knows capital and small letters in sequence.
____ Masters word patterns (cat, sat, rat, etc.).
____ Recognizes appropriate Dolch Basic Sight Words.
____ Has an adequate reading vocabulary.

B. Word Attack Skills

____ Knows vowel sounds.
____ Knows consonant sounds.
____ Recognizes likenesses and differences in color, sizes, shapes, and letters.
____ Distinguishes differences in sounds.

II. Comprehension

____ Follows simple directions.
____ Can place two events in proper sequence.
____ Distinguishes between fact and fantasy.
____ Can visualize images of stories read or heard.
____ Answers questions about material read or heard.

III. Study Skills

____ Can do simple alphabetizing.

IV. Communications

____ Reads short selections correctly.
____ Can read a short selection silently.

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READING
GRADE TWO

2.1 The student will recognize capital and lower case letters of the alphabet in sequence and in mixed order.
Descriptive Statement: Emphasis is on the student's ability to reproduce these letters in oral and written form.

2.2 The student will recognize the appropriate Dolch Basic Sight Words.
Descriptive Statement: Emphasis is on recognition of these words by sight.

2.3 The student will demonstrate alphabetizing skills.
Descriptive Statement: Emphasis is placed on first and second letter placement.

2.4 The student will understand and follow simple written and oral directions.
Descriptive Statement: Emphasis is on the student's ability to follow three-step directions.

2.5 The student will understand and use simple synonyms, antonyms and homonyms.
Descriptive Statement: Emphasis is on the knowledge and use of primary synonyms, antonyms, and homonyms.

2.6 The student will demonstrate skills in the area of visual discrimination.
Descriptive Statement: Emphasis is on ability to determine likenesses and differences in letters and words.

2.7 The student will demonstrate skills in the area of auditory discrimination.
Descriptive Statement: Emphasis is placed on distinguishing consonant and vowel sounds to decode words.

2.8 The student will make use of context clues and picture words.
Descriptive Statement: Emphasis will be on using context clues and picture words to gain meaning of unknown words.

2.9 The student will recognize compound words.
Descriptive Statement: Emphasis is on building and using compound words.

2.10 The student will recognize and use basic contractions.
Descriptive Statement: Emphasis will be on understanding how contractions are formed and used.

2.11 The student will know common prefixes, suffixes and root words.
Descriptive Statement: Emphasis is on recognizing and adding prefixes and suffixes to root words.

2.12 The student will recognize syllables.
Descriptive Statement: Emphasis is on recognizing the number of syllables in a spoken word.

2.13 The student will differentiate between fiction and nonfiction.
Descriptive Statement: Emphasis is on distinguishing between real and make believe. This includes written and oral selections.

2.14 The student will draw conclusions from simple selections.
Descriptive Statement: Given several clues the student will draw a conclusion.

2.15 The student will read silently.
Descriptive Statement: At this level emphasis will be on making the transition to independent silent reading for longer periods of time.

2.16 The student will form mental images while reading silently.
Descriptive Statement: These mental images will be demonstrated through pictures or oral expression.

2.17 The student will perform independent work using informational skills.
Descriptive Statement: This includes use of table of contents, titles, dictionary and other resource materials at their level.

2.18 The student will demonstrate ability in listening skills.
Descriptive Statement: Emphasis is on listening attentively, recalling main ideas, and following oral directions.

2.19 The student will demonstrate the ability to read orally.
Descriptive Statement: Emphasis is on reading a short selection with expression.

2.20 The student will develop a positive attitude toward reading.
Descriptive Statement: Emphasis will be on reading for pleasure.

2.21 The student will be able to put items in their proper order.
Descriptive Statement: Emphasis will be on putting story events in their sequential order.

READING
GRADE TWO
SKILLS CHECKLIST

I. Word Analysis

A. Vocabulary

____ Knows capital and small letters of alphabet
____ Knows appropriate Dolch Basic Sight Words
____ Alphabetizes by second letter

B. Word Attack Skills

____ Recognizes synonyms, homonyms, and antonyms
____ Demonstrates use of visual discrimination
____ Demonstrates use of auditory discrimination

C. Structural Analysis

____ Makes use of context clues
____ Recognizes and builds compound words
____ Recognizes contractions and what they mean
____ Recognizes prefixes, suffixes and root words
____ Recognizes syllables

II. Comprehension

____ Understands and follows three-step directions
____ Recognizes fiction and nonfiction stories
____ Draws conclusions from reading selections
____ Reads silently for short periods
____ Uses imagery

III. Study Skills

____ Demonstrates independent work skills

IV. Communications

____ Recalls facts and answers questions

READING
GRADE THREE

3.1 The student will acquire a functional vocabulary of high frequency words.
Descriptive Statement: This includes recognition and appropriate use of words contained in the Dolch Basic Sight Words.

3.2 The student will recognize compound words.
Descriptive Statement: This includes both the recognition of these words in reading and the formation of these words in writing activities.

3.3 The student will identify and use root words, prefixes and suffixes.
Descriptive Statement: Included are the prefixes *dis, un, ex, be, re* and the suffixes *s, ed, ing, er, est, ly, ness, ful* and the root words with spelling changes.

3.4 The student will recognize commonly used contractions.
Descriptive Statement: The student understands these are shortened forms of words that make reading resemble speech.

3.5 The student will recognize and know the meanings of synonyms, antonyms, and homonyms.
Descriptive Statement: Knowledge of synonyms, antonyms, and homonyms aid in developing reading vocabulary and comprehension.

3.6 The student will make use of context clues.
Descriptive Statement: This emphasizes the ability to complete sentence or paragraph for correct meaning.

3.7 The student will decode words using phonetic skills.
Descriptive Statement: This includes the knowledge and use of: consonants, consonant blends, long and short vowels, consonant digraphs, irregular double vowels and diphthongs.

3.8 The student will recognize syllables.
Descriptive Statement: This includes use of syllabication in decoding words and in dividing words.

3.9 The student will follow written and oral directions.
Descriptive Statement: This emphasizes reading and listening to instructions and interpreting them independently.

3.10 The student will draw conclusions from what has been read.
Descriptive Statement: This includes all reading material on their independent reading level in all subject areas.

3.11 The student will recall facts and answer questions.
Descriptive Statement: Both oral and written responses are included.

3.12 The student will arrange events in sequential order.
Descriptive Statement: After having read and/or heard a selection (with up to five events) the child will place them in proper sequence.

3.13 The student will identify the main idea in a selection.
Descriptive Statement: This includes the ability to locate the main idea of a paragraph, story, or identify the topic from a list.

3.14 The student will distinguish between fictional and factual reading materials.
Descriptive Statement: This includes the ability to label materials as real or fantasy.

3.15 The student will develop the ability to create mental images.
Descriptive Statement: Emphasis is on the ability to visualize what has been read or heard.

3.16 The student will read silently in all subject areas.
Descriptive Statement: Emphasis will be on the student reading silently the majority of the time.

3.17 The student will use a dictionary to find information.
Descriptive Statement: Emphasis is on alphabetizing skills, the use of guide words, and the selection of appropriate meanings.

3.18 The student will use parts of a book correctly.
Descriptive Statement: Emphasis will be on the use of the table of contents, index, and glossary.

3.19 The student will use maps and charts.
Descriptive Statement: Emphasis is on reading and interpreting information on maps and charts.

3.20 The student will develop a variety of interests in independent library book selections.
Descriptive Statement: This includes reading for pleasure and reading to find answers to questions concerning hobbies and other interests.

3.21 The student will demonstrate effective oral reading techniques only for appropriate activities and purposes.
Descriptive Statement: Emphasis is on oral reading as a communication skill.

3.22 The student will use appropriate listening skills.
Descriptive Statement: Emphasis is on listening attentively, recalling main ideas, and following oral directions.

READING
GRADE THREE
SKILLS CHECKLIST

I. Word Analysis

A. Vocabulary

___ Recognizes with ease Dolch Basic Sight Words
___ Recognizes compound words
___ Recognizes root words, prefixes and suffixes
___ Recognizes commonly used contractions
___ Recognizes and knows the meanings of synonyms, antonyms, and homonyms
___ Makes use of context clues

B. Word Attack Skills

___ Decodes words using phonics skills
___ Separates words into syllables

II. Comprehension

___ Follows with ease written and oral directions
___ Draws conclusions from what has been read
___ Recalls facts and answers questions
___ Arranges five events in sequential order
___ Identifies the main idea in a selection
___ Distinguishes between fictional and factual materials
___ Shows ability to visualize
___ Reads silently most of the time

III. Study Skills

___ Knows how to use index, glossary and dictionary
___ Knows how to use maps and charts

IV. Communication

___ Shows variety of interests in independent reading

READING
INTRODUCTION
INTERMEDIATE GRADES

Reading instruction in the intermediate grades emphasizes learning the special content field vocabularies, the organization and retention of facts, and the types of reasoning relevant to each field of study.

These goals are accomplished by developing independent readers who are capable of reading critically, using reading both as a learning tool and as a recreational activity, and using materials that are designed to meet the needs of the learner in terms of his/her interests and abilities.

READING
GRADE FOUR

4.1 The student will recognize the Dolch Basic Sight Word List.
Descriptive Statement: Emphasis is on the immediate pronunciation of the words.

4.2 The student will recognize new words in the content fields.
Descriptive Statement: Emphasis is on recognizing new words in specific subject matter areas.

4.3 The student will be able to apply phonetic rules.
Descriptive Statement: Emphasis is on the use of phonetic analysis.

4.4 The student will apply the rules for syllabication.
Descriptive Statement: Emphasis is on compounds, words with prefixes and/or suffixes, one syllable words, and multi-syllable words.

4.5 The student will recognize similarities of known words.
Descriptive Statement: Emphasis is on recognition of compounds, base or root words, prefixes and suffixes, plurals, hyphenated words, and contractions as aides in identifying words.

4.6 The student will understand word and sentence meaning.
Descriptive Statement: Emphasis is on context clues, synonyms, antonyms, homonyms, root words, and word origins and histories.

4.7 The student will be able to recognize the main idea.
Descriptive Statement: Emphasis is on understanding the meaning of the material, choosing titles, determining topic sentences, and summarizing.

4.8 The student will be able to locate details from material read.
Descriptive Statement: Emphasis is on finding specific information, interpreting descriptive words and phrases, choosing significant facts to remember, and sequencing events.

4.9 The student will be able to understand and follow written directions.
Descriptive Statement: Emphasis is on noting details and understanding the purpose for directions.

4.10 The student will be able to interpret new material based on personal experiences and previously acquired information.
Descriptive Statement: Emphasis is on story ideas, relationships, visualizing (mental imagery), mood, author's purpose, point of view, character traits, summarizing ideas, inferring and drawing conclusions, and distinguishing fiction and nonfiction.

4.11 The student will be able to enjoy many forms of reading materials for a variety of purposes.
Descriptive Statement: Emphasis is on prose, poetry, informational articles, drama, and choral reading.

4.12 The student will understand literature through the various stages of comprehension.
Descriptive Statement: Emphasis is on the literal, interpretive, critical, evaluative, and creative levels.

4.13 The student will be able to interpret punctuation correctly.
Descriptive Statement: Emphasis is on commas, quotation marks, parentheses, exclamation marks, italics, and boldface type.

4.14 The student will be able to use the dictionary/glossary efficiently.
Descriptive Statement: Emphasis is in alphabetizing through the fourth letter, using guide words, locating words, interpreting phonetic spelling and accent marks, and selecting appropriate meanings.

4.15 The student will be able to use reference material skills.
Descriptive Statement: Emphasis is on encyclopedias, card catalog, atlases and maps, charts and graphs, newspapers and magazines.

4.16 The student will be able to organize information using the SQRRR method.
Descriptive Statement: Emphasis is on surveying, questioning, reading, reciting, and reviewing.

4.17 The student will use appropriate listening skills.
Descriptive Statement: Emphasis is on listening attentively, recalling main ideas, and following oral directions.

4.18 The student will be able to make a simple book report.
Descriptive Statement: Emphasis is on a variety of approaches, written and oral, with additional emphasis on expression of the author's purpose.

4.19 The student will demonstrate effective oral reading techniques only for appropriate activities and purposes.
Descriptive Statement: Emphasis is on use of oral reading as a communication skill.

4.20 The student will read silently for progressively longer periods of time.
Descriptive Statement: Emphasis is on reading for information and enjoyment.

READING
GRADE FOUR
SKILLS CHECKLIST

I. Word Analysis
   A. Vocabulary
      ___ Recognizes Dolch Basic Sight Word List
      ___ Knows words in content fields

   B. Word Attack Skills
      ___ Knows and uses phonics as a tool in attacking words
      ___ Knows and uses syllabication as a tool in attacking words

   C. Structural Analysis
      ___ Uses word parts as tools in attacking words

II. Comprehension
   A. Word and sentence meaning
      ___ Context clues
      ___ Synonyms, antonyms, homonyms
      ___ Root words (meanings)
      ___ Word origins and histories

   B. Main ideas
      ___ Chooses appropriate title
      ___ Determines key words and topic sentences
      ___ Summarizes

   C. Details
      ___ Finds specific information
      ___ Interprets descriptive words and phrases
      ___ Chooses significant details to remember

   D. Sequences events

   E. Understands and follows written directions

   F. Interprets material
      ___ Relates story ideas
      ___ Determines relationships
      ___ Visualizes (mental imagery)
      ___ Determines mood, author's purpose, and point of view
      ___ Describes character traits
      ___ Makes inferences and draws conclusions
      ___ Distinguishes fiction and nonfiction

G. Enjoys a variety of forms of materials (prose, poetry, informational articles, drama, and choral reading)

H. Appreciates literature through the levels of comprehension
   ___ Literal
   ___ Interpretive
   ___ Critical
   ___ Evaluative
   ___ Creative

I. Interprets punctuation correctly

III. Study Skills

A. Dictionary/glossary usage
   ___ Alphabetizes through fourth letter
   ___ Recognizes guide words
   ___ Locates words
   ___ Recognizes phonetic spelling and accent marks
   ___ Selects appropriate meanings

B. Reference materials
   ___ Encyclopedias
   ___ Card catalogs
   ___ Atlases and maps
   ___ Charts and graphs
   ___ Newspapers and magazines

C. Organizes information according to the SQRRR method (Survey, Question, Read, Recite, Review)

IV. Communications

A. Listening skills
   ___ Recalls main ideas
   ___ Follows oral directions

B. Simple book report, written or oral, emphasizing author's purpose

C. Oral reading
   ___ Conveys meaning through expressive reading

D. Silent reading
   ___ Reads for progressively longer periods of time for information and enjoyment

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READING
GRADE FIVE

5.1 The student will increase word recognition skills and vocabulary in content area.

Descriptive Statement: Emphasis is on interpreting word meanings which may include synonyms, antonyms, homonyms, heteronyms, and compound words. Effective use of abstract meanings and figurative expressions is to be demonstrated.

5.2 The student will use word attack skills through the use of phonics.

Descriptive Statement: Emphasis is on understanding the function of such signals as syllabication, vowel sounds, and accent marks.

5.3 The student will learn to use the dictionary effectively.

Descriptive Statement: Emphasis is placed on using the dictionary to interpret key pronunciations, phonetic respellings, diacritical markings, use of guide words and alphabetizing.

5.4 The student will use the glossary.

Descriptive Statement: Emphasis is on using the glossary to find meanings to understand what is being read.

5.5 The student will learn to use context clues to identify unknown words.

Descriptive Statement: Emphasis is on associating ideas with words and characters in proper sentence structure.

5.6 The student will use comprehension skills in a variety of situations.

Descriptive Statement: Emphasis is on individual reading for successful communication, survival skills, and lifetime enjoyment.

5.7 The student will read to locate information

Descriptive Statement: Emphasis is on understanding the table of contents, title page, pictures, map and chart keys, guide words, publisher, and copyright date.

5.8 The student will use a variety of reference materials to answer a question or solve a problem.

Descriptive Statement: Emphasis is on acquiring and practicing skills for using encyclopedias, atlases, maps, magazines, newspapers, time tables, catalogs and telephone books.

5.9 The student will organize information for both oral and written reports.

Descriptive Statement: Emphasis is on using an outline (Roman numerals and letters), establishing a sequence, following directions and summarizing information.

5.10 The student will develop an interest in reading for appreciation.

Descriptive Statement: Emphasis is on reading for pleasure, forming sensory impressions, developing imagery, and understanding the physical appearance and emotional make-up of characters.

5.11 The student will read selected material orally with understanding and expression.

Descriptive Statement: Emphasis is on understanding the author's meaning and feelings by re-expressing them to an audience.

5.12 The student will learn to interpret the organization of material.

Descriptive Statement: Emphasis is on understanding the main idea in the paragraph, main events in sequence, and the use of main heads and sub-heads.

5.13 The student will adjust his/her reading rate to the reading material.

Descriptive Statement: Emphasis is on learning to scan and skim, and knowing the purpose of reading.

5.14 The student will use listening skills effectively.

Descriptive Statement: Emphasis is on listening attentively, identifying the main idea, and following instructions and directions.

5.15 The student will read silently for longer periods of time.

Descriptive Statement: Emphasis is on allowing the student more recreational reading time.

5.16 The student will understand literature through the various stages of comprehension.

Descriptive Statement: Emphasis is on the literal, interpretive, critical, evaluative, and creative levels.

READING
GRADE FIVE
SKILLS CHECKLIST

I. Word Analysis

A. Vocabulary

___ Defines word meanings in content areas
___ Identifies synonyms, antonyms, homonyms, heteronyms, and compound words
___ Knows abstract meaning of words
___ Knows literal meaning of figurative expressions

B. Word Attack Skills

___ Knows standard patterns of syllabication
___ Identifies vowel sounds
___ Uses accent marks in pronunciation

C. Dictionary

___ Uses pronunciation keys
___ Identifies phonetic respellings
___ Uses diacritical markings
___ Uses guide words
___ Knows how to alphabetize
___ Uses the glossary

D. Context clues

___ Identifies unknown words
___ Can associate ideas with words and characters

II. Comprehension

A. Interpreting the organization of material

___ Identifies the main idea of a selection
___ Knows events of a story in sequence
___ Identifies main heads and sub-heads

B. Reading to organize information for reports

___ Uses Roman numerals and letters in outlining
___ Establishes a sequence of ideas
___ Follows directions
___ Summarizes

C. Reading for appreciation
- ___ Reads for pleasure
- ___ Forms sensory impressions
- ___ Develops imagery
- ___ Understands the physical appearance and emotional make-up of characters
- ___ Reads for lifetime enjoyment and successful communication

D. Appreciates literature through the levels of comprehension.
- ___ Literal
- ___ Interpretive
- ___ Critical
- ___ Evaluative
- ___ Creative

III. Study Skills

A. Locate information
- ___ Uses table of contents
- ___ Identifies title page
- ___ Uses pictures, map and chart keys, and guide words
- ___ Identifies publisher and copyright date

B. Effective use of reference materials
- ___ Uses encyclopedias
- ___ Uses atlases and maps
- ___ Uses magazines and newspapers
- ___ Uses time tables and catalogs
- ___ Uses telephone books

C. Effective listening skills
- ___ Listens to identify main ideas
- ___ Listens to follow instructions and directions

IV. Communications

A. Pleasure-interest
- ___ Identifies the meanings and feelings expressed by an author
- ___ Uses dramatization

B. Reading rate
- ___ Scans to locate a word or sentence
- ___ Skims to determine the main idea or to review
- ___ Varies rate for purpose of reading

C. Silent reading
- ___ Reads silently for a longer period of time

READING
GRADE SIX

6.1 The student will increase his/her vocabulary through the application of basic word recognition skills.
Descriptive Statement: Emphasis is on recognition of a basic vocabulary through the use of context clues, configuration clues, language rhythms and visual discrimination.

6.2 The student will be able to determine the meaning of the word according to its usage.
Descriptive Statement: Emphasis is on awareness of word meanings as determined by prefixes, suffixes, context clues, hyphenated words, and spelling of the word.

6.3 The student will be able to attack and decode unfamiliar words using phonetical skills according to his/her ability.
Descriptive Statement: Emphasis is on knowing the rules for vowels, consonants, blends, diagraphs and diphthongs.

6.4 The student will be able to use structural analysis to properly identify a word.
Descriptive Statement: Emphasis is on syllabication, accents, and the use of the apostrophe.

6.5 The student will be able to read a selection and identify the main idea and details.
Descriptive Statement: Emphasis is on recognizing the main idea and locating details that support it.

6.6 The student will be able to follow a given set of directions.
Descriptive Statement: Emphasis is on oral and/or written directions containing multiple statements which will be followed by the student.

6.7 The student will be able to read a selection and form a conclusion.
Descriptive Statement: Emphasis is on drawing a conclusion after locating supporting evidence and noting similarities and differences among various selections.

6.8 The student will be able to determine the purpose for reading and adjust his/her rate.
Descriptive Statement: Emphasis is on adjusting reading rate after determining the purpose of the reader or purpose of the author of the selection.

6.9 The student will refine skills of locating and interpreting information on a specific topic.
Descriptive Statement: Emphasis is on utilizing library and study skills, various sources of materials, including books, periodicals, maps, graphs, etc. to locate information.

6.10 The student will be able to develop a study method to help organize information.
Descriptive Statement: Emphasis is on using outlines, summaries, and notes to give information, either written or orally.

6.11 The student will understand that personal values and points of view influence what is said, heard, or read.

Descriptive Statement: Emphasis is on accepting and using the concept that speaking and understanding are influenced by values and opinions.

6.12 The student will use the parts and organizations of textbooks as a study aid.

Descriptive Statement: Emphasis is on using the table of contents, topics, subtopics, index, footnotes, etc., to locate information quickly.

6.13 The student will demonstrate ability in listening skills.

Descriptive Statement: Emphasis is on listening attentively, recalling main ideas, and following oral directions.

READING
GRADE SIX
SKILLS CHECKLIST

I. Word Analysis

A. Expands basic vocabulary

___ Defines word meanings in content area
___ Uses context clues
___ Uses configuration clues
___ Uses language rhythms
___ Uses visual discrimination

B. Word Attack Skills

___ Uses phonetic attack on new words, as to their ability
___ Uses long and short vowels
___ Uses consonants and blends
___ Uses digraphs and diphthongs
___ Uses structural analysis
___ Recognizes prefixes and suffixes
___ Knows and applies syllabication rules
___ Uses apostrophes to show possession and contractions

II. Comprehension

A. Specific Skills

___ Recognizes and understands the main idea
___ Recognizes relevant details that support the main idea
___ Arranges details in sequence and forms conclusions
___ Makes comparisons
___ Determines author's purpose and/or rate
___ Recognizes author's clues to the probable outcome of a selection
___ Distinguishes between fact and opinion

III. Study Skills

A. Locates Information Effectively

1. Textbook

___ Table of contents
___ Index
___ Glossary
___ Footnotes
___ Tables and charts
___ Main topics and subtopics

2. Reference materials
   - ___ Encyclopedia
   - ___ Dictionary
   - ___ Maps
   - ___ Graphs

3. Library skills
   - ___ Card catalog
   - ___ Classification system
   - ___ Library card

4. Periodicals
   - ___ Newspapers
   - ___ Magazines
   - ___ Pamphlets

B. Follows Directions
   - ___ Follows oral directions with multiple steps
   - ___ Follows written directions with multiple steps

C. Organizes Information
   - ___ Takes notes effectively
   - ___ Makes an outline with one or more sources
   - ___ Summarizes material effectively
   - ___ Prepares oral or written reports effectively

IV. Communication Skills

A. Oral
   - ___ Conveys meaning in oral presentations by using expression, pronunciation, and enunciation
   - ___ Adjusts conditions (speed, volume, etc.) to fit circumstances
   - ___ Uses correct structure and form of spoken language

B. Written
   - ___ Writes a paragraph containing main idea and supporting details
   - ___ Presents written material with correct spellings
   - ___ Writes complex and compound sentences

READING
INTRODUCTION
GRADES SEVEN AND EIGHT

Educating children of today means preparing them for a challenging society in an unpredictable and ever changing world.

Knowledge is essential for everyday living, and reading is the primary tool for obtaining this knowledge.

The aim of reading instruction at the seventh and eighth grade levels must be based on the background and capabilities of each student. It must be a continuing review and expansion of previously learned skills.

Most students on these levels do not take reading as a separate course. The reading skills are used, rather than taught, in all content areas.

The minimum skills listed will enable the teacher to construct activities and differentiated instructional plans to insure that each student's individual needs are met.

READING
GRADE SEVEN

7.1 The student will use word attack skills in the development of word meanings and the creation of interest in words.

Descriptive Statement: Emphasis is on the skills involved in learning word meanings; using context clues, recognizing informal multiple meanings, word derivations and origins, and definitions of affixes.

7.2 The student will understand and use figurative expressions.

Descriptive Statement: Emphasis is on understanding and using alliterations, similes, metaphors, hyperboles, personifications, ironies, and analogies.

7.3 The student will become competent in the methods and mechanics of word meaning study.

Descriptive Statement: Emphasis is on use of glossaries, dictionaries and their application to achieve competency in the methods and mechanics of word meaning study.

7.4. The student will recognize, pronounce and understand words at his/her independent reading level.

Descriptive Statement: Emphasis will be on identifying affixes, contractions, compound words, homonyms, synonyms, antonyms, root words, vowel combinations, dictionary pronunciation key and contextual clues.

7.5 The student will find the main idea in the paragraph or selection.

Descriptive Statement: Emphasis is on the ability to locate or formulate the main idea.

7.6 The student will recognize and remember details.

Descriptive Statement: Emphasis is on the ability to relate the specific details of what has been read to the main idea.

7.7 The student will arrange ideas in sequential order.

Descriptive Statement: Emphasis is on the ability to arrange events in a given order.

7.8 The student will draw inferences from the material read.

Descriptive Statement: Emphasis is on taking what the author has stated and being able to discern meanings that are implied.

7.9 The student will interpret meanings read in context to determine if it is fact or opinion.

Descriptive Statement: Emphasis is on interpreting meanings in relation to narrative and expository reading.

7.10 The student will recognize the difference between fiction and nonfiction.
Descriptive Statement: Emphasis will be on distinguishing and identifying written work that includes fiction, nonfiction, fantasy, and reality.

7.11 The student will identify cause and effect.
Descriptive Statement: Emphasis is on the ability to discern word clues which point out the cause and/or effect.

7.12 The student will understand the basic methods an author uses in the creation of characters, plot, setting, climax, and conclusion.
Descriptive Statement: Emphasis is on developing characterization through speech/dialogue and action; the plot is a progression of the theme of the selection with a climax and outcome. These are discerned through observation, assessment by the author, the character, and the reader.

7.13 The student will identify and understand figures of speech.
Descriptive Statement: Emphasis is on learning the meanings and usage of similes, metaphors, ironies, hyperboles, and personification.

7.14 The student will identify characteristics that distinguish literary forms.
Descriptive Statement: Emphasis is on distinguishing biographies, science fiction, tall tales, essays, fables, and others by identifying characteristics of each.

7.15 The student will identify and discuss elements of literary style.
Descriptive Statement: Emphasis is on learning the major elements of literary style such as climax, rhyme and rhythm, figurative language, and humor.

7.16 The student will follow written directions.
Descriptive Statement: Emphasis is on the ability to understand what is required and follow through.

7.17 The student will be able to do productive work by using appropriate study skill techniques.
Descriptive Statement: Emphasis is on using the thesaurus, catalogs, almanacs, atlases, maps, globes, table of contents, appendices, graphs, diagrams, indexes, unabridged dictionaries, bibliographies, encyclopedias and footnotes; and using the library to organize notes on topics from various sources in outline form.

7.18 The student will demonstrate the ability to read and understand written signs and to interpret and fill out forms.
Descriptive Statement: Emphasis is on reading labels, recipes, telephone directories, catalogs, checks, voter registration forms, job applications, social security applications, driver examinations, bank statements, and transportation schedules.

7.19 The student will be able to adjust his or her reading rate to the purpose and the difficulty of the materials.

Descriptive Statement: Emphasis is on the ability to know when to change the reading rate to fit the need and the materials.

7.20 The student will demonstrate the ability to maintain silent reading over a given period of time.

Descriptive Statement: Emphasis is on the ability to read silently in the content areas and in leisure time reading.

7.21 The student will read orally with pleasure, skill, and understanding.

Descriptive Statement: Emphasis will be on enunciation, voice modulation, stress, intonation, and pitch appropriate to the content of the material.

7.22 The student will analyze and organize material presented orally including following directions.

Descriptive Statement: Emphasis is on the ability to recall information in proper order, select the idea and details, and to correctly respond to the oral information.

7.23 The student will react rationally to programs by various media.

Descriptive Statement: Emphasis is on records, TV, movies, radio, computers, plays, and other performances as media sources.

7.24 The student will develop an enjoyment of and desire for reading a variety of materials on an independent level.

Descriptive Statement: Emphasis is on providing an opportunity to explore and examine the selections available within the student's realm of sources such as newspapers, magazines, fiction and nonfiction books.

7.25 The student will use reading for personal development and for creating an interest in literature.

Descriptive Statement: Emphasis is on the encouragement of book/story selections and the freedom of choosing reading material.

READING
GRADE SEVEN
SKILLS CHECKLIST

I. Word Analysis

A. Vocabulary

___ Uses word attack skills to develop knowledge of word meanings
___ Understands and uses figurative expression
___ Understands the methods and mechanics of word meaning
___ Other

B. Structural Analysis

___ Recognizes and pronounces words at independent reading level through use of word forms, word parts, and phonetic skills
___ Other

II. Comprehension

A. Main Idea

___ Is able to form generalizations
___ Is able to choose main idea in a selection

B. Details

___ Recalls details
___ Relates details to main idea

C. Sequence

___ Has ability to arrange events in order of occurrence

D. Critical Reading

___ Is able to draw inferences
___ Is able to distinguish between fact and opinion
___ Is able to recognize the difference between fact and opinion
___ Is able to identify cause and effect

E. Literary Skills

___ Understands the author's basic methods and techniques
___ Identifies characteristics of literary forms
___ Identifies and understands elements of literary style

III. Study Skills

A. Following Directions

___ Understands and follows written directions

B. Usage of Reference Materials

___ Is able to use a variety of reference materials to locate information

___ Other

C. Survival Skills

___ Reading labels, recipes, etc.

___ Using directories, schedules, catalogs, etc.

___ Filling out applications and forms

D. Reading Rate

___ Adjusts to material

___ Adjusts to need

IV. Communications

A. Silent Reading

___ Maintains attention for appropriate time

B. Oral Reading

___ Uses proper enunciation and stress for material being read

C. Listening Skills

___ Understands and follows oral directions

READING
GRADE EIGHT

8.1 The student will maintain previously learned skills in developing word meanings appropriate for his/her level and content area.

Descriptive Statement: Emphasis is on the maintenance or reinforcement of the previously learned skills by applying them in acquiring knowledge for basic words in each content area of study using multiple meaning of words, applying synonyms, antonyms, homonyms, and using figurative language.

8.2 The student will be able to recognize unknown vocabulary words by using context clues and structural analysis.

Descriptive Statement: Emphasis is on understanding the meanings and relationships of the other words in the sentence and also the meaning of word parts such as suffixes, prefixes, root words, and compound words.

8.3 The student will be able to recognize the main idea and details that support the main idea.

Descriptive Statement: Emphasis will be on selecting main ideas and related details.

8.4 The student will be able to recall and arrange ideas in a sequential order.

Descriptive Statement: Emphasis is on the ability to read and arrange events in their proper order.

8.5 The student will be able to predict logical outcomes.

Descriptive Statement: Emphasis is on reading a part of a selection or stories and predicting a logical outcome.

8.6 The student will be able to draw inferences from all forms of communications.

Descriptive Statement: Emphasis is on the use of punctuation, voice tone or mood, written presentation, or visual perception to anticipate meanings.

8.7 The student will be able to distinguish between fact and opinion and/or fantasy.

Descriptive Statement: Emphasis is on the ability to recognize the difference in what is factual, what is personal feeling, and what is make-believe.

8.8 The student will discern the author's purpose.

Descriptive Statement: Emphasis is on whether the author has written to entertain, inform, persuade, defend, or expose. Clues to these intentions may be tone, diction, and structural pattern.

8.9 The student will be able to identify cause and effect. **Descriptive Statement:** Emphasis is on the ability to discern word clues which indicate cause or effect.

8.10 The student will be able to detect and react appropriately to propaganda.
Descriptive Statement: Emphasis is on the ability to select and properly identify propaganda techniques.

8.11 The student will be able to compare ideas obtained from various sources.
Descriptive Statement: Emphasis will be on the ability to compile information from different sources.

8.12 The student will be able to identify characteristics that distinguish literary types.
Descriptive Statement: Emphasis is on major literary types which include biographies, autobiographies, ballads, legends, myths, drama, and poetry.

8.13 The student will be able to identify and discuss elements of literary style.
Descriptive Statement: Emphasis is on the major elements which include flashback, imagery, irony, foreshadowing, and surprise endings.

8.14 The student will be able to follow written directions.
Descriptive Statement: Emphasis is on the ability to understand what is required and to follow through with the task.

8.15 The student will be able to analyze and organize printed material.
Descriptive Statement: Emphasis is on outlining, notetaking, summarizing, etc.

8.16 The student will be able to adjust his/her reading rate to the purpose for reading and the difficulty of the material.
Descriptive Statement: emphasis is on the ability to know when to change one's reading rate to adapt to the material and need.

8.17 The student will be able to use textbook aids.
Descriptive Statement: Emphasis is on the use of the table of contents, index, glossary, appendix, etc. in textbooks and reference books.

8.18 The student will acquire information from reading materials which pertain to survival.
Descriptive Statement: Emphasis is on the ability to read and understand necessary data required for adult livelihood such as applications, labels, schedules, directories, and non-written signs.

8.19 The student will demonstrate the ability to maintain silent reading activity over a given period of time.
Descriptive Statement: Emphasis is on content area silent reading and leisure-time reading.

8.20 The student will read orally in content or any appropriate material compatible with the student's independent reading level.

Descriptive Statement: Emphasis is on the maintenance of the previously learned mechanics of reading, content reading, and oral reading used in drama, reports, literature and other sources.

8.21 The student will be able to follow oral directions accurately.

Descriptive Statement: Emphasis is on the ability to concentrate on what is being said and to follow through.

8.22 The student will be able to analyze and organize materials presented orally.

Descriptive Statement: Emphasis is placed on the ability to recall information in proper order, to select main ideas and details, and to correctly respond to the oral information.

8.23 The student will be able to react rationally to programs heard on various media.

Descriptive Statement: Emphasis is on the various media which include records, TV, movies, radio, computers, plays and other live performances.

8.24 The student will develop an enjoyment for reading on an independent level.

Descriptive Statement: Emphasis is on providing an opportunity for contact with a variety of materials such as newspapers, magazines, reference books, fiction and nonfiction.

8.25 The student will be encouraged to cultivate a desire to read as a leisure activity.

Descriptive Statement: Emphasis is on providing an opportunity to explore and examine selections within the student's interests, capabilities and experience.

GRADE EIGHT
SKILLS CHECKLIST

I. Word Analysis
   A. Vocabulary
      ___ Recognizes technical words in content areas
      ___ Understands multiple meanings of words
      ___ Understands use of figurative language
      ___ Uses context clues

   B. Structural Analysis
      ___ Recognizes root words and affixes

II. Comprehension
   A. Main Ideas and Details
      ___ Recognizes main idea of a selection
      ___ Recognizes details that support the main idea

   B. Sequence
      ___ Recalls and arranges ideas in their proper order

   C. Critical Reading
      ___ Is able to predict outcomes
      ___ Is able to draw inferences
      ___ Is able to distinguish between fact and opinion
      ___ Is able to identify cause and effect

   D. Literary Skills
      ___ Recognizes literary forms
      ___ Recognizes literary style

III. Study Skills
   A. Following Directions
      ___ Understands and follows written directions

   B. Organizational Skills
      ___ Uses outlining
      ___ Uses notetaking
      ___ Uses summarization
      ___ Other

   C. Reading Rate
      ___ Adjusts for material
      ___ Adjusts for need

D. Textbook aids

___ Is able to use table of contents
___ Is able to use index
___ Is able to use glossary
___ Is able to use appendix

E. Survival Skills

___ Filling out applications and forms
___ Reading labels
___ Using directories
___ Understanding non-written signs

IV. Communications

A. Silent Reading

___ Maintains silent reading for appropriate time

B. Oral Reading

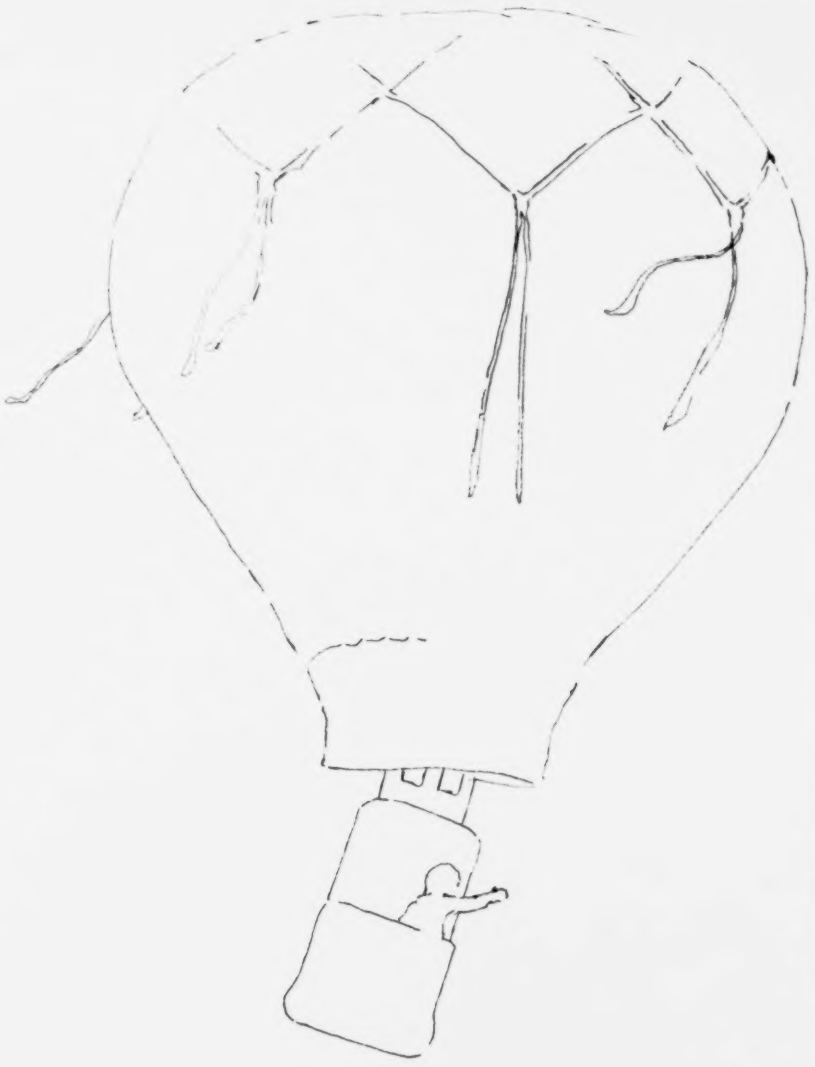
___ Uses skills compatible to material read

C. Listening Skills

___ Understands and follows oral directions
___ Analyzes and organizes material presented orally
___ Reacts rationally to various media

D. Pleasure Reading

___ Enjoys reading various types of material
___ Uses reading as a leisure activity



Science

SCIENCE
PHILOSOPHY

Science is a human enterprise which includes the continuing process of seeking explanations and understanding of the natural world and also includes that which the process produces--man's storehouse of knowledge. Science is both process and product. The processes of inquiry, investigating and discovering are important to the developing individual with emphasis being placed on individual thinking and acting. Science instruction should utilize scientific methods, principles, and concepts in life, earth, and physical science which enable each student to develop these skills necessary for critical thinking.

SCIENCE
GOALS

The Education Policies Commission has stated that the central purpose of education is to develop in students the ability to think. Science is a natural vehicle to foster this development.

The science program should be balanced within the three major areas of science: physical science, earth science and biological science

1. to insure that each student will become scientifically literate;
2. to provide experiences for each student to become proficient in the use of scientific processes;
3. to foster an understanding of basic scientific concepts;
4. to develop an attitude of appreciation for the uses, benefits, and limitations of science in our society;
5. to develop an awareness of career opportunities in the fields of science and how science is applied in the world of work.

SCIENCE
PROGRAM GOALS

PROGRAM GOAL I

The science program should be consistent with the intellectual, social, emotional, and physical development of the student.

Objective I A

The science program should include experiences which foster group interactions.

Objective I B

The science program should contribute to the development of a positive and realistic self-concept in students.

Objective I C

The science program should recognize the growth characteristics of students.

PROGRAM GOAL II

The science program should be consistent with the nature of science which includes its philosophy, methods of investigation and verification, conceptual organization, and accumulated knowledge.

Objective II A

The science program should emphasize process skills beginning with basic processes at the elementary level and continuing with the integrated skills at higher grade levels.

Guidelines

1. Provide activities which will help students develop the skill of *observation* using all of the senses.
2. Provide activities which help students develop the skill of *classifying* objects or events according to a method or system.
3. Provide opportunities for students to *communicate* data obtained from observations using graphs, charts, pictures, or other types of media.
4. Provide opportunities for students to describe or compare objective and events using quantitative *measures*.
5. Provide opportunities for students to make *inferences* (suggest explanations, reasons, or causes for events which have occurred), test them with additional observations or data, and establish the reliability of the inference.
6. Provide opportunities for students to make *predictions* based on prior observations, inferences, or experiments.
7. Provide opportunities for students to identify problems or questions and state *hypotheses* which can be tested.
8. Provide opportunities for students to perform *experiments* to test hypotheses under controlled conditions in which variables are limited.

9. Provide opportunities for students to *construct and interpret models* (mental, physical, or verbal representations or ideas, objects, or events).
10. Provide opportunities for students to *interpret data*, a skill which involves observing, classifying, predicting, inferring, and communicating information which is meaningful, useful, and appropriate to the question under study.

Objective II B

The science program should develop the overall conceptual themes of science.

Guidelines

1. Provide opportunities for students to become aware of the processes of *change* as recorded in the earth's history, the development of weather , life cycles, evolution, chemical and physical changes, and the transformation of energy.
2. Provide opportunities for students to become aware of the processes of *equilibrium* as in weather systems, physical cycles, ecosystems, homeostasis, chemical equilibria, and rates of reaction, and the laws of motion.
3. Provide experiences in which students investigate the *interrelationships* which exist among living and non-living things and their environments.
4. Provide experiences for students to explore the *organization* of the physical and biological environment and the systems designed by man to describe it.
5. Provide situations in which students will explore the effects of *time and space* upon the biological and physical aspects of the earth's environment.
6. Provide opportunities to become aware of the *diversity and variation* among living things (i.e., speciation and habitats), and within the physical universe (i.e., elements and compounds, forms of energy), and of the variety of interactions that occur
7. Provide experiences which demonstrate that *matter and energy* are continually being redistributed in the physical and biological spheres of the earth.

Objective II C

The science program should emphasize the develpment of scientific values.

PROGRAM GOAL III

The science program should reflect an involvement with both immediate and future life needs in terms of solving personal and social problems.

Objective III A

The science programs should provide information about careers and avocations in various areas of science.

Objective III B

The science program should emphasize the role of humans and science in the natural world.

PROGRAM GOAL IV

The science program should relate to other curriculum areas.

Objective IV A

Appropriate concepts, processes, values and skills of other disciplines should be integrated into science.

Objective IV B

The science program should integrate concepts, processes, values, and skills among the various areas of science.

PROGRAM GOAL V

The science program should demonstrate an understanding of safe laboratory practices and correct use of basic laboratory equipment during activities and observations.

SCIENCE
GRADE ONE

General Information:
G -General Science
L - Life Science
E - Earth Science
P - Physical Science
i.e., 1.G2 - Grade one, General Science, second competency

The student shall be exposed to scientific vocabulary appropriate to that level of study. The student should also be exposed to and have an awareness of computer usage.

1.G1 The student will use materials and complete tasks in a safe manner.

1.G2 The student will be able to describe and classify objects according to their common properties.
Descriptive Statement: Properties such as colors, shapes, sizes, sounds, and textures should be used.

1.G3 The student will classify objects according to opposite properties.
Descriptive Statement: Properties such as float-sink, heavy-light, and hard-soft could be used.

1.G4 The student will measure objects using English, metric, and nonstandard units of measure.
Descriptive Statement: Some nonstandard units of measure are paper clips, pencils, hands, and feet.

1.L5 The student will identify the body organ associated with each of the five senses and use the senses to observe and describe common objects.
Descriptive Statement: Rough or smooth objects, sweet or salty tastes and loud or soft noises could be compared.

1.L6 The student will describe the characteristics of living things and identify familiar objects as living or nonliving.
Descriptive Statement: Awareness is required that living things grow and need food, water, and air to survive.

1.L7 The student will describe some ways in which living things change as they grow and develop.
Descriptive Statement: Changes may include size, color, shape, form or activities.

1.L8 The student will describe parts of plants and how they grow and change.
Descriptive Statement: Experience in observing plants under different conditions is essential. Plants need nutrients, water, air, sunlight and a place to live. Most plants have roots, stems, leaves, and seeds.

1.L9 The student will tell the basic needs of animals and describe some animal characteristics.
Descriptive Statement: Animals need food, water, air, and a place to live. They have different kinds of body structures and body coverings.

1.L10 The student will study ramifications of tobacco, alcohol, and drugs.
Descriptive Statement: These substances create problems for the individual and society.

1.E11 The student will identify the four seasons and observable seasonal changes.
Descriptive Statement: In terms of seasonal changes, use events such as leaves falling, budding of trees, different types of precipitation, and changes in animal's actions and appearances.

1.E12 The student will be able to identify the basic components of the earth: land, water, and air.
Descriptive Statement: Investigation of rocks, soil, oceans, ice, and clouds would be appropriate.

1.E13 The student will identify some commonly used natural resources, describe ways they are used, and tell what he/she can do to conserve them.
Descriptive Statement: Examples of common natural resources include oil, water, trees, and land.

1.P14 The student will classify substances as solids, liquids or gases and will observe and describe simple changes in matter from one state to another.
Descriptive Statement: The changing of ice to water and water to steam could be used as an example.

1.P15 The student will identify different ways work is done on an object and know that a force must be exerted for work to be done.
Descriptive Statement: Lifting, pushing, or pulling objects are examples of force.

1.P16 The student will demonstrate that simple machines such as the wheel and inclined plane are used to make work easier and will be able to identify their uses in common objects.
Descriptive Statement: Bicycles, wheeled toys, ramps for the handicapped, and sliding boards are good examples of the wheel and inclined plane.

SCIENCE
GRADE TWO

Code Information:
G -General Science
L - Life Science
E - Earth Science
P - Physical Science
i.e., 2.G1 - Grade two, General Science, first competency

The student shall be exposed to scientific vocabulary appropriate to that level of study. The student should also be exposed to and have an awareness of computer usage.

2.G1 The student will exhibit proper care and handling of all equipment.
Descriptive Statement: The teacher should stress the importance of proper lens care and the student should have a knowledge of warning signs such as the skull and crossbones, etc.

2.G2 The student will demonstrate a knowledge of the instruments used to make measurements of length, weight, volume, and temperature.
Descriptive Statement: Keeping a chart of daily temperature in both Celsius and Fahrenheit is a good classroom activity.

2.G3 The student will be aware of the process of scientific study: observe, gather and record information, and hypothesize.
Descriptive Statement: A study could be made tracking the process of a set of plants, each plant being subjected to a different variable (i.e., water - no water, sunlight - no sunlight, fertilizer).

2.L4 The student will observe and describe properties of living and nonliving things.
Descriptive Statement: The student will become aware that living things grow, move, reproduce, and die.

2.L5 The student will show an awareness that living things produce food or may be used as food.
Descriptive Statement: The student will be able to describe the function of fruits both as a food product and in seed dispersion.

2.L6 The student will know how plants grow and how animals live.
Descriptive Statement: The student will learn the parts of plants and the function each part serves.

2.L7 The student will be aware of the adaptations plants and animals make to survive.
Descriptive Statement: Adaptations such as color change, hybernation, migration, and defense tactics should be stressed.

2.L8 The student will be aware of the variety of plants and animals in his/her locality.
Descriptive Statement: The student should observe and record the plants and animals around the school.

2.L9 The student will demonstrate proper care and respect for living things.
Descriptive Statement: Give students the opportunity to practice the care and handling of plants and small animals in the classroom.

2.L10 The student will be aware of the categories of pollution, methods of pollution control, and methods of conservation, i.e., noise, air, water, and litter.
Descriptive Statement: Students might participate in a clean-up campaign. They should also encourage conservation at school and at home.

2.L11 The student will be able to trace the food chain.
Descriptive Statement: The student should trace the progression of the food chain on a chart.

2.L12 The student will study ramifications of tobacco, alcohol, and drugs.
Descriptive Statement: These substances create problems for the individual and society.

2.E13 The student will be able to recognize the elements of weather such as temperature, clouds, wind, and water in the air as rain or snow; how weather changes affect people, and how some changes can be dangerous.
Descriptive Statement: Some examples of weather changes and how they affect our lives are tornadic winds on our possessions and person, winter snow and drought on crops.

2.E14 The student will know the seasons and describe the effect of seasonal changes on him/herself and his/her environment.
Descriptive Statement: Changes in season affect common plants and animals and the dress, diet, and recreation of people.

2.E15 The student will recognize and be able to relate the importance of air and water to living things.
Descriptive Statement: Insufficient air and water affect plants and animals, i.e., a plant in soil without moisture will die.

2.E16 The student will know that the earth's surface is composed of rocks, soil, and water.
Descriptive Statement: Give students the opportunity to dig in and observe soil, rocks, and water as they compose the earth's surface, separating rocks from soil as with a screen.

2.E17 The student will be introduced to and be able to describe the differences in the communities of life in salt water and fresh water.

Descriptive Statement: Plants and animals which live in salt water differ from those which live in fresh water.

2.E18 The student will be aware of the sun as the star which is the center of our solar system, be able to relate the sun's properties, and realize our dependency on the sun.

Descriptive Statement: Observe the differing amount of heat and light in locations where sunlight is present and where sunlight is absent.

2.E19 The student will be aware of the motion of the earth and be able to relate how it determines day/night/year.

Descriptive Statement: The earth's rotation on its axis makes our day when we are turned toward the sun and our night when we are facing away from the sun.

2.E20 The student will be able to describe the moon as a reflector of the sun.

Descriptive Statement: The student should have a personal concrete experience using a globe to represent the earth, a ball to represent the moon, and a flashlight to represent the sun. This demonstrates how the "moon" is darkened whenever the "earth" passes between the "sun" and the "moon".

2.P21 The student will see examples of and define the states of matter.

Descriptive Statement: The states of matter include: solid, liquid, and gas. Evaporation should also be covered.

2.P22 The student will be able to prove that objects take up space and have weight.

Descriptive Statement: Use of balance scales and displacement of sand or water from a container will effectively demonstrate the concepts of space and weight.

2.P23 The student will be able to demonstrate the properties of magnets.

Descriptive Statement: The student will have "hands-on" experiences to determine the reaction of magnets to various substances.

2.P24 The student will be aware of the properties of sound, light, and heat.

Descriptive Statement: These properties should include the levels of sound, light as it relates to shadow, and heat as it relates to energy (friction).

SCIENCE
GRADE THREE

Code Information:
G -General Science
L - Life Science
E - Earth Science
P - Physical Science
i.e., 3.G2 - Grade three, General Science, second competency

The student shall be exposed to scientific vocabulary appropriate to that level of study. The student should also be exposed to and have an awareness of computer usage.

3.G1 The student will use materials and complete tasks in a safe manner.

3.G2 The student will observe and classify objects into the sets and subsets of similar characteristics.
Descriptive Statement: Two-stage classification skills should be developed. An example would be to first sort rocks by size and then by shape.

3.G3 The student will use basic metric units (SI) of measurements in classroom and real world situations.
Descriptive Statement: The units should be: length to nearest cm; weight to nearest g; volume to nearest L; temperature to nearest degree C.

3.G4 The student will record and describe information gathered from first-hand experiences.
Descriptive Statement: Record the change in pulse rate in relationship to physical activities performed and describe what took place using the recorded information.

3.G5 The student will infer the possible cause and effect of an event.
Descriptive Statement: Students will be expected to suggest possible causes for situations or events. An example would be to ask, 'Why do some plants require more water than others?'

3.L6 The student will understand that good health is important to humans.
Descriptive Statement: A good diet supplies energy, and rest is needed in order for the body to function properly.

3.L7 The student will identify some characteristics of the major groups of animals.
Descriptive Statement: For these purposes, the groups are animals with backbones (birds, reptiles, amphibians, fish, and mammals), and animals without backbones (insects, worms, and shellfish).

3.L8 The student will observe and describe how the structure and function of animals enable them to compete and survive in a community.

Descriptive Statement: The student should compare several species of animals to see how their structures (body covering, the way they breathe, coloration, vision, and hearing) and functions (gathering food, finding shelter, raising young, and defending themselves) are different.

3.L9 The student will identify some characteristics of major groups of plants.

Descriptive Statement: The general plant groups are: those with stems (trees, flowers) and plants without stems (algae, moss, fungi).

3.L10 The student will understand that each kind of plant has special needs for life.

Descriptive Statement: The size of a plant population in a specific space depends upon the amount of resources (light, water, soil, temperature) available to plants in that place.

3.L11 The student will understand that all animals and nongreen plants depend directly or indirectly on green plants for food.

Descriptive Statement: Green plants make their own food and form the base of the food chain.

3.L12 The student will know the different populations of plants and animals found in different environments.

Descriptive Statement: Plants and animals found in environments such as pond, grassland, stream, forest, desert, soil, and marsh should be studied.

3.L13 The student will understand that changes in environment made by humans can put stress on the plants and animals living there.

Descriptive Statement: Study of this topic should include possible reasons for extinction and examples of what is being done to protect endangered species today.

3.E14 The student will study ramifications of tobacco, alcohol, and drugs.

Descriptive Statement: These substances create problems for the individual and society.

3.E15 The student will describe the sun and demonstrate that it provides heat and light which are necessary for life on earth.

Descriptive Statement: The sun is a star and is the center of our solar system. It is a ball of gas which produces intense heat and light. Demonstration of the sun's ability to produce heat should compare similar objects placed in sun and shade. Our need for light can be illustrated by placing a plant in darkness.

3.E16 The student will understand that the earth consists of three main parts: the crust, the mantle, and the core.

Descriptive Statement: To demonstrate, show a slice cut from an apple. The apple has a skin (crust), a pulpy white layer (mantle), and a core. A hard-boiled egg is another good example.

3.E17 The student will understand that the surface of the earth is constantly changing.

Descriptive Statement: Wind, water, volcanoes, ice, heat, and other factors (friction) continually change the surface of the earth.

3.E18 The student will understand that many kinds of rocks make up the earth's crust.

Descriptive Statement: The three main types of rocks are igneous, sedimentary, and metamorphic. Rocks are broken down to form the soil in the earth's crust.

3.E19 The student will understand that four natural factors determine our weather.

Descriptive Statement: The four natural factors include solar energy, the atmosphere, movement of the earth, and water.

3.E20 The student will draw and label the basic stages of the water cycle.

3.P21 The student will understand that energy is the ability to do work and can describe some forms of energy and tell some ways energy is produced.

Descriptive Statement: Some forms of energy to be studied are light, electricity, heat, and motion. Some sources of energy are: wind, sunlight, nuclear power, water, fossil fuels (coal, oil, natural gas) and wood.

3.P22 The student will identify the types of simple machines and demonstrate the use of each.

Descriptive Statement: Lever, screw, pulley, wheel and axle, inclined plane, and wedge are the six simple machines. Machines make it possible to do work with less effort and require an energy supply. Friction is involved in the operation of all machines.

3.P23 The student will understand that matter is anything that has weight and takes up space.

Descriptive Statement: Matter can be changed physically or chemically. Physical change is a change in size, shape, distribution, or state of matter (ice cube melting or breaking a stick). Chemical changes occur when old matter changes into a new, different kind of matter (rust, food in your body).

SCIENCE
GRADE FOUR

Code Information:
G -General Science
L - Life Science
E - Earth Science
P - Physical Science
i.e., 4.G2 - Grade four, General Science, second competency

The student shall be exposed to scientific vocabulary appropriate to that level of study. The student should also be exposed to and have an awareness of computer usage.

4.L1 The student will study the behavior of plants.
Descriptive Statement: The student will observe how plants adapt to their environment and examine plant parts and their functions.

4.L2 The student will study the human body.
Descriptive Statement: Students will be able to describe the general function, care, and nutritional needs of their bodies.

4.L3 The student will study life cycles of animals.
Descriptive Statement: This study should include adaptation and behavior of animal groups.

4.L4 The student will be knowledgeable of the solar system.
Descriptive Statement: The student's knowledge of the solar system should include the nine planets in sequential order from the sun. The students should know the size, shape, and moons or other characteristics of these nine planets.

4.L5 The student will study ramifications of tobacco, alcohol, and drugs.
Descriptive Statement: These substances create problems for the individual and society.

4.E6 The student will continue the study of the earth's structure.
Descriptive Statement: The earth's main parts are crust, mantle, outer core, and inner core.

4.E7 The student will observe weather conditions.
Descriptive Statement: The student will use daily weather charts and observations and will also study cloud formation and other weather phenomena.

4.E8 The student will study ocean life.
Descriptive Statement: The student will study relationships of plants and animals, food chains, and the water cycle.

4.E9 The student will classify rocks and minerals.

Descriptive Statement: The student will use samples of rocks and minerals and classify as to hardness, color, and texture.

4.E10 The student will examine and identify various fossils.

Descriptive Statement: Fossils are the imprint of past animals and plants. The student will use plaster of paris to form their own fossil formations.

4.E11 The student will identify practices necessary for the conservation of natural resources.

Descriptive Statement: Resource personnel such as a forest ranger, soil conservationist or wildlife manager should be utilized.

4.P12 The student will demonstrate the use of simple machines.

Descriptive Statement: Simple machines are lever, inclined plane, pulley, etc.

4.P13 The student will explore the properties of electricity and magnetism.

Descriptive Statement: The student will construct an electric doorbell or electromagnet.

4.P14 The student will explore the characteristics of light.

Descriptive Statement: The student will use the spectrum and study the light's path and its properties.

4.P15 The student will be able to describe the physical properties of sound.

Descriptive Statement: The study will include waves, pitch, and its relation to vibration.

SCIENCE
GRADE FIVE

Code Information:
G -General Science
L - Life Science
E - Earth Science
P - Physical Science

i.e., 5.L2 - Grade five, Life Science, second competency

The student shall be exposed to scientific vocabulary appropriate to that level of study. The student should also be exposed to and have an awareness of computer usage.

5.L1 The student will be able to identify major characteristics of living things.
Descriptive Statement: The student will be able to classify according to vertebrate and invertebrate, structure and behavior, life cycles, food chain adaptations, and habitats.

5.L2 The student will study plants.
Descriptive Statement: The student will use plant structure, behavior, life cycle, and adaptations to environment in their plant study.

5.L3 The student will identify the major parts of the human body and their functions.
Descriptive Statement: The use of simple dissection, such as cow's heart, worms, etc., or models will help the student identify parts of the human body and their functions.

5.L4 The student will study nutrition.
Descriptive Statement: To help the student with nutrition and the four basic food groups, use dairy units materials such as the Associated Milk Producers or American Dairy Association.

5.L5 The student will study ramifications of tobacco, alcohol, and drugs.
Descriptive Statement: These substances create problems for the individual and society.

5.E6 The student will study changes in the earth's surface.
Descriptive Statement: The student will use information concerning seismographs, volcano structure, and mountain formation in studying the earth's surface. Soil conservation and soil erosion should also be studied.

5.E7 The student will learn characteristics of the main types of rocks.
Descriptive Statement: The student will be introduced to the process of formation and use samples of sedimentary, igneous, and metamorphic rocks.

5.E8 The student will be exposed to the study of the formation of crystals.
Descriptive Statement: The student will study examples of various crystals and make some crystals for demonstration.

5.E9 The student will study atmospheric conditions.
Descriptive Statement: The student will use weather maps, weather terms, cause and effects of weather forecasting. The student will also study weather satellite maps used to help forecast severe weather.

5.E10 The student will study rockets and space travel.
Descriptive Statement: The student will use Newton's theories, rocket parts, and build model rockets.

5.E11 The student will identify the basic characteristics of the ocean.
Descriptive Statement: The student will study the basic characteristics of the ocean, i.e., geological, physical and biological, and also study oceaanographic maps.

5.P12 The student will study the three forms of matter.
Descriptive Statement: The student will study physical/chemical changes, solid, liquid, and gas matter.

5.P13 The student wil study elements.
Descriptive Statement: The student will be introduced to the Periodic Table and to simple terms and uses such as elements, symbols, compounds, formulas, and number of atoms in a molecule.

5.P14 The student will explore the composition of electrical current.
Descriptive Statement: The student will be able to make an electromagnet, diagram electron flow, and composition of simple generators.

5.P15 The student will study effects and process of sound.
Descriptive Statement: The student will be introduced to the Doppler Effect, speed of sound, sound waves hitting the eardrum.

SCIENCE
GRADE SIX

Code Information: **G** -General Science
L - Life Science
E - Earth Science
P - Physical Science

i.e., 6.G1 - Grade six, General Science, first competency

The student shall be exposed to scientific vocabulary appropriate to that level of study. The student should also be exposed to and have an awareness of computer usage.

6.L1 The student will learn the proper use of a microscope.
Descriptive Statement: The student should be able to name and label the various parts of a microscope and show proficiency in proper use by demonstrating.

6.L2 The student will learn leaf structure and photosynthesis process.
Descriptive Statement: Photosynthesis is food making in leaf. Photosynthesis is a combination of carbon dioxide plus water plus sunlight plus chlorophyll to produce sugar and oxygen.

6.L3 The student will be able to explain the cell theory.
Descriptive Statement: Use correlation of cell to tissue, tissue to organ, organ to system.

6.L4 The student will separate and classify the three **major** kingdoms.
Descriptive Statement: The three major kingdoms are animals, plants, and protists. Concentrate on one group for complete analysis, example: crustaceans of invertebrate groups.

6.L5 The student will study ramifications of tobacco, alcohol, and drugs.
Descriptive Statement: These substances create problems for the individual and society.

6.L6 The student will investigate the patterns of life.
Descriptive Statement: Through the study of hereditary traits, chromosomes, genes and DNA, the student will understand the patterns of life.

6.L7 The student will study the basic principles of bacteriology.
Descriptive Statement: This will be accomplished through culturing, staining, and viewing the bacteria under a microscope to classify the different types of bacteria.

6.E8 The student will study astronomy.

Descriptive Statement: Use models, films, charts of our galaxy, and other galaxies. Study the formation, brightness, size, and life of stars, black holes and possible stellar travel.

6.E9 The student will investigate weather changes in geographic regions.

Descriptive Statement: Use global and regional maps to study trade winds, hurricanes, typhoons, monsoons, etc.

6.E10 The student will give reasons (causes) for environmental pollutions.

Descriptive Statement: Use environmental studies available through government sources. Make own studies of causes and effects of community pollutants.

6.P11 The student will study the process of chemical reactions.

Descriptive Statement: Equate the relationship of atoms and molecules of elements.

6.P12 The student will be able to construct models of elements.

Descriptive Statement: The student will use the Periodic Table to construct models.

6.P13 The student will learn the uses and functions of computers.

Descriptive Statement: The student will distinguish between hardware and software. Computer resource person might be invited to demonstrate value in science and career opportunity.

6.P14 The student will be able to compare and contrast all forms of energy.

Descriptive Statement: List advantages and disadvantages of energy forms.

SCIENCE
GRADES SEVEN AND EIGHT

LIFE SCIENCE

7-8.L1 The student will review the use of basic process skills and will be able to employ the integrated process skills as a basis for solving problems or answering questions about the environment.

Descriptive Statement: Basic process skills are:

1. *OBSERVING* - using the five senses
2. *MEASURING* - using metric lengths, volume, and appropriate weights.
3. *CLASSIFYING* - on the basis of observed differences and similarities
4. *COMMUNICATING* - verbal, formal and informal writing, drawings, graphing

Integrated process skills are:

1. *INFERRING* - making assumptions based on observations
2. *COMPARING* - finding similarities and differences
3. *HYPOTHESIZING* - formulating testable explanations
4. *INTERPRETING DATA* - through graphs, charts, inductive and deductive reasoning, through cause and effect relationships, and organization of facts
5. *EXPERIMENTING* - controlling variables to test hypothesis
6. *DESCRIBING* - isolating and enumerating important characteristics
7. *RECALLING* - applying past data to present knowledge. Reviewing prior experiences
8. *ANALYZING* - evaluating information and recognizing main concepts and ideas
9. *IMAGINING* - looking for potential relationships
10. *DEDUCING - generalizing information critically*
11. *COMMUNICATING* - sequencing ideas; acquiring knowledge of technical vocabulary and illuminating significant factors.

7-8.L2 The student will demonstrate safe and appropriate use of tools and scientific equipment for making observations about the environment.

Descriptive Statement: Examples of science equipment include such tools as hand lenses, metric rulers, balances, microscopes, dissecting instruments, etc.

7-8.L3 The student will exhibit evidence of personal growth and improvement by being able to select, plan, implement and extrapolate science experiences.

Descriptive Statement: Solutions can be extrapolated from past experiences. Students can use results from other experiences and apply these concepts to new situations. The students can look ahead and predict what will or could happen in the future.

7-8.L4 The student will demonstrate proper handling and care of organisms and show respect for life and property according to Oklahoma State Law.

Descriptive Statement: Provisions should be made for maintaining healthy organisms, providing for the safety of animals, and exhibiting conduct conducive to on-task work.

7-8.L5 The student will work independently and as a member of small and large groups within the classroom, in the laboratory, and during field experiences.

Descriptive Statement: Experiences will provide the opportunity to develop independence and to develop cooperative skills and attitudes as a part of social growth and development. Experiences will provide the student with the opportunity to develop research skills in order to pursue knowledge for personal growth and development through the use of the following: dictionaries, encyclopedias, Reader's Guide to Periodical Literature, technical journals, science reference books, and any other science resources available to the student.

7-8.L6 The student will be familiar with the development and components of the modern day microcomputer.

Descriptive Statement: Experiences will provide the opportunity to utilize the microcomputer as a tool for problem solving; help the low achievers by means of computer assisted instruction; aid the student in completing missed assignments; increase interest in advanced science courses.

7-8.L7 The student will interpret the structural and functional organization of living things using visual equipment to examine cells, tissues, organs, and systems.

Descriptive Statement: Students can use models to look at systems; microscopes to observe tissues and cell parts; and hand lens to observe other organs.

7-8.L8 The student will determine the relationship between life needs and life functions.

Descriptive Statement: Life needs include food, water, air, and space. Life functions include growth, reproduction, response to stimuli, and respiration.

7-8.L9 The student will recognize the basis for standard classification schemes by grouping plants and animals according to their characteristics and by designing and using a dichotomous key.

Descriptive Statement: Physical characteristics to be examined include color, shape, texture, and size. Behavioral characteristics to be examined include locomotion and food getting. Students should be aware of the scientific system for naming living things.

7-8.L10 The student will perform experiments and interpret data illustrating the process of photosynthesis.

Descriptive Statement: Photosynthesis will be examined with regards to:

1. starting materials (carbon dioxide and water)
2. reaction products (sugar, oxygen and water)
3. role of light (energy)
4. role of chlorophyll (energy storage, catalyst).

7-8.L11 The student will describe the utilization of matter and energy within an organism.

Descriptive Statement: Processes to be examined are:

1. use of the products of photosynthesis as building blocks for carbohydrates, proteins and fats
2. cellular respiration (energy yielding)
3. growth, repair, and locomotion (energy users)

7-8.L12 The student will illustrate the flow of energy and matter among organisms in food chains, webs, and pyramids.

Descriptive Statement: A variety of diagrams, models, games, and investigations should be used.

7-8.L13 The students will investigate relationships that exist among members of a population using field and laboratory activities.

Descriptive Statement: Competitive and cooperative interactions are to be examined.

7-8.L14 The student will investigate relationships among organisms in a biological community using field and laboratory activities.

Descriptive Statement: The basic roles (producer, consumer, and decomposer) of organisms and their ecological niches (predator-prey, parasite-host, symbiotic relationships) should be examined.

7-8.L15 The student will compare and contrast biomes by examining relationships between abiotic and biotic factors.

Descriptive Statement: Factors to be examined are:

1. the physical factors (light, temperature, rainfall, etc.) which determine freshwater, marine, and land environments;
2. the structural, functional, or behavorial adaptations which enable organisms to survive.

7-8.L16 The student will identify the daily, seasonal, and long-term changes which occur in ecosystems, communities, populations, and organisms.

Descriptive Statement: Charts, graphs, pictures, and written/oral descriptions, and such changes as growth, phototropism, hibernation, plant dormancy, life cycles, and population fluctuations should be examined.

7-8.L17 The student will investigate the ways in which man's impact upon the environment affects living things.

Descriptive Statement: Activities should include topics such as extinct, endangered, and threatened species; destruction of habitat, and availability of food.

7-8.L18 The student will describe conservation as a necessary practice in man's attempt to protect and wisely use the natural resources of the earth.

Descriptive Statement: Suggested topics are management of renewable resources and protection of endangered species.

7-8.L19 The student will examine the effects of heredity and environment upon organisms.

Descriptive Statement: Topics to be investigated are:

1. inherited and non-inherited traits
2. mutations and their causes
3. the role of genes and chromosomes
4. man's ability to influence genetic patterns.

7-8.L20 The student will illustrate that living organisms are in a state of continuous change.

Descriptive Statement: Investigations will examine biological evidence for evolutionary changes such as natural selection, adaptation, and mutation.

7-8.L21 The student will examine human populations and causes of environmental crisis.

1. the density of human populations from continent to continent,
2. carrying capacity of the environment,
3. pollutants that contaminate the soil, water, and air,
4. various diseases due to increased populations.

7-8.L22 The student will be able to assess the causes of pollution and environmental stress as increased human demands are made on industry and technology.

Descriptive Statement: Investigations will examine the differences between human needs and wants which place stressful conditions upon their environment.

7-8.L23 The student will be able to distinguish between and relate to the cycles of nature which represent the processes that furnish energy to all living things.

Descriptive Statement: The cycles will be examined with regards to:

1. carbon
2. nitrogen
3. water.

7-8.L24 The student will study the basic principles of dissection.

Descriptive Statement: Investigations will examine the basic tools of dissection and provisions should be made to have laboratory experiences in the proper usage of these tools.

SCIENCE
GRADES SEVEN AND EIGHT

EARTH SCIENCE

The scope of this plan is intended for use by schools who utilize either one-year earth science programs or an integrated general science program.

Competencies designated *grade 8* should be for the seventh grade gifted students or eighth grade students only.

By the end of the eighth grade year, the student should be able to demonstrate an understanding of the following basic skills:

7-8.E1 The student will use SI units in the measurement of length, volume, mass, force, and temperature.

Descriptive Statement: Investigations should include the use of balance, meter sticks, thermometers, graduated cylinders, and force measurer.

8.E2 The student will calculate the density of a regular solid, irregular solid, and a liquid.

Descriptive Statement: Examples of this might include a marble, brick, nail, oil, and water.

7-8.E3 The student will construct and interpret graphs in order to discover relationships between two variables.

Descriptive Statement: Constructing a bar graph could include graphing the student's grades or a line graph of their height at various ages.

7-8.E4 The student will demonstrate an understanding of safe laboratory practices.

Descriptive Statement: Correct use of basic laboratory equipment during activities and observations should be demonstrated by each student.

7-8.E5 The student will have an active role in investigations especially those dealing with measuring, testing, observing, and predicting.

Descriptive Statement: Students should conduct their own experiments from beginning to completion.

7-8.E6 The student will use process skills as a basis for solving problems, answering questions, and providing explanations.

Descriptive Statement: Basic process skills are: observing, measuring, classifying, and communicating.

7-8.E7 The student will demonstrate the ability to gather information pertaining to science problems from resources such as maps, dictionaries, encyclopedias, computers, field guides, and science journals.

Descriptive Statement: Suggested activities might include Science Fair competition, individual research projects, and in-class investigations.

7-8.E8 The student will be able to communicate the need for science literacy in all citizens and not just potential scientists.

Descriptive Statement: Students could identify a problem in their community (i.e., water pollution) and make written suggestions for dealing with the problem. Study the various aspects of the problem and allow students to modify or change their original suggestions. Communicate the need for scientific understanding in making wise decisions.

7-8.E9 The student will match the various branches of earth science to related career opportunities.

Descriptive Statement: Careers in the following areas (branches) should be included: astronomy,, meterology, oceanography, environmental science, space technology, mineralogy.

7-8.E10 The student will utilize research and communication skills in science career exploration projects.

Descriptive Statement: Utilize the above information as a basis for further investigation and reporting. Example: a career report on a meteorologist.

7-8.E11 The student will relate energy sources with natural earth processes.

Descriptive Statement: Examples include: geothermal energy and vulcanism; wind energy and wind patterns of the U.S.; solar energy; and rotation and tilt of the earth, etc.

7-8.E12 The student will identify pollution problems related to the acquisition and use of energy sources.

Descriptive Statement: Investigations could include:

Energy Source	**Pollution**
coal	strip mining, air pollution
geothermal	waste water
wind generators	noise
nuclear	radioactive waste disposal

7-8.E13 The student will demonstrate decision making skills by making logical choices from real life environmental alternatives.

Descriptive Statement: A debate panel could investigate whether a coal-fired generating plant is or is not a better energy choice than a nuclear power plant. Discuss pros and cons of each.

7-8.E14 The student will predict the various outcomes of the interaction of our technologic society with natural systems.

Descriptive Statement: A suggested topic is acid rain.

7-8.E15 The student will demonstrate the skills necessary to organize research information into meaningful reports.

Descriptive Statement: Students could conduct individual research projects or enter local science fair competition. Reports should include a problem, procedure, observation, conclusions, summary, and a relevant bibliography.

7-8.E16 The student will demonstrate the ability to apply basic earth science vocabulary.

Descriptive Statement: Spelling, root words, and word meaning should be emphasized.

7-8.E17 The student will distinguish between scientific evidence and personal opinion by utilizing inquiry and questioning skills.

Descriptive Statement: Define fact, theory, law, superstition, guess, hypothesis and opinion. Inquiry and questioning skills will be utilized in drawing conclusions about information gathered during laboratory investigations.

7-8.E18 The student will summarize the understandings that describe our place in the universe to include universe, galaxies, milky way, solar system, planets, and earth's description.

Descriptive Statement: Use this information to write a galactic address: give specific directions for how an alien might locate you on planet earth. Advanced students might study the information printed on Voyager's gold record.

7-8.E19 The student will distinguish between astronomy and astrology.

Descriptive Statement: Use resource books to form definitions of science, astronomy, astrology, and explain why astrology is not considered a science.

8.E20 The student will analyze basic prefixes, suffixes, and root words to identify terminology related to earth science.

Descriptive Statement: Suggested terms could include: geo, eco, thermo, centi, bio, bi, di, intra, morphos, hydro, ology.

7-8.E21 The student will predict the energy transformations as they relate to earth processes of weather, climate and water cycle using the law of conservation of matter/energy.

7-8.E22 The student will describe the gravitational effects of the sun, moon, and earth upon earth processes.

Descriptive Statement: Classify a list of gravitational effects (tides, rock fall, earth's orbit) as being influenced by the gravitational pull of the sun, moon, or earth.

7-8.E23 The student will recall major events in space exploration and relate these events to our rapidly advancing technology.

Descriptive Statement: Show a video tape of Nova's 25 Years in Space, a NASA film, or have students research the evolution of technology as it relates to space exploration. For resources, write to: National Aeronautics and Space Administration, Lyndon B. Johnson Space Center, Houston, Texas 77058.

8.E24 The student will translate the relationship of the doppler shift to current theories on the origin of the universe.

Descriptive Statement: Construct a simple spectroscope and view various lights. The red end of the spectrum will be away from the light source. Conclude that stars and galaxies must be moving away.

8.E25 The student will imagine stellar distances using the light year as a unit of distance.

Descriptive Statement: Calculate the time (minutes, years, centuries, generations) that would pass during a light-speed trip to our sun, Alpha Centauri, Andromeda galaxy, across our galaxy, etc.

7-8.E26 The student will recognize the time required for natural processes to occur, and the dependability of nature to be consistent.

Descriptive Statement: Relate the geologic time scale to time required for other natural phenomena (growth of a tree, continental drift, cave formation, etc.). Conclude that nature is consistent by examining the rock cycle, hydrologic cycle, the tides, seasonal cycles, crystal formation, stellar evolution, etc.

7-8.E27 The student will predict the sequence of events evident in a rock layer by using the law of superposition, law of sequence, principle of uniformitarianism, and key fossil assemblages.

Descriptive Statement: Assemble or construct models of fossils characteristic of the major divisions of the geologic time scale and place them on a time line.

8.E28 The student will use laboratory techniques to identify the special properties of various common minerals and recognize the relationship between its property and its uses.

Descriptive Statement: When possible, use minerals from your geographic area. Local rock and mineral groups are good sources for samples. Display samples of the manufactured end product with its mineral.

7-8.E29 The student will classify various common rocks according to their origin and describe their present position within the rock cycle.

Descriptive Statement: Assemble a rock collection by making a collection trip, using donations from students and local resource groups. Imagine what the life history of a particular rock might be.

7-8.E30 The student will understand that all minerals and other matter has its origin in the stars.

Descriptive Statement: The students could investigate the formation of elements and write a short report in their own words.

7-8.E31 The student will emphasize that science is a self-correcting process; that the products of science are subject to constant refinement and extension; that science is our current understanding of nature's laws.

Descriptive Statement: Give an example such as the "refinement and extension" of information about Saturn's rings; first observations with early telescopes only indicated 2-3 rings. Voyager's pictures indicate up to 1,000 rings. Have students list similar corrections and refinements.

7-8.E32 The student will use the theory of continental drift and plate tectonics to interpret the location of earthquakes and volcanic activity.

Descriptive Statement: Construct maps and make predictions about the outcomes of future plate movements.

7-8.E33 The student will describe the processes of weathering, erosion and deposition and relate these to soil building, surface and ground water movement and topography.

Descriptive Statement: Models, maps, field trips, and slides could be used to demonstrate how the surface characteristics of the land are formed by these natural forces.

SCIENCE
GRADES SEVEN AND EIGHT

PHYSICAL SCIENCE

By the end of the eighth grade year the student will be using process skills and knowledge from the succeeding scope and sequence to enable him/her to "search for the truth" in his/her total life experience. Competencies designated grade 8 should be for the seventh grade gifted students or eighth grade students only.

7-8.P1 The student will be involved, through an activity oriented program, in the process skills.

Descriptive Statement: Suggested activities might include: grouping for study; collection and classification; questioning results by repeating experiments; applying graphs and charts to interpret and report results.

7-8.P2 The student will demonstrate a responsible attitude toward laboratory safety equipment and procedures.

Descriptive Statement: The following procedures should be included:

1. laboratory safety rules
2. use and care of laboratory equipment and apparatus
3. use of basic SI equipment (i.e., balances, graduated cylinder, thermometers)
4. precise measuring and accurate recording skills
5. applying formulas to solve problems (i.e., averaging, speed, density).

7-8.P3 The student will identify characteristics and examples of various types of matter in solid, liquid, and gaseous state by their chemical and physical properties.

Descriptive Statement: Classes of matter and properties to be explored are:

Matter

elements, compounds, mixtures
acids, bases, salts
organic and inorganic

Physical Properties

shape	solubility	melting point
density	odor	boiling point

Chemical Properties

acids	salts
bases	chemical activity

8.P4 The student will construct and explain various models that illustrate the structure of an atom.

Descriptive Statement: Bohr and cloud models should illustrate:

1. elements 1-8
2. charge and arrangement of electrons, protons, and neutrons
3. ions
4. isotopes

8.P5 The student will use the periodic table to obtain information about elements.

Descriptive Statement: Information and inferences are:

Information	**Inferences**
symbol	chemical activity
atomic number	physical properties
atomic weight	naming compounds
chemical families	nature of bonding
chemical groups	
valence/oxidation numbers	
ionic charge	
metal, non-metal	

7-8.P6 The student will observe and demonstrate physical and chemical changes in experiments in the classroom.

Descriptive Statement: Among factors to be considered are:

Physical change

1. temperature effect on liquid, solid, or vapor, i.e., melting, boiling, freezing as they relate to condensation, evaporation, and solidification
2. effect on particle size on solubility
3. effect of temperature on solubility

Chemical change

1. evidence of chemical change
2. type of reaction
3. product-reactant concept
4. balancing equations
5. interaction of matter and energy

7-8.P7 The student will explore atomic energy through models and diagrams.

Descriptive Statement: Among factors to consider are:

1. fusion and fission processes
2. three types of radiation
3. products of nuclear reactions
4. models of atomic energy plants
5. nuclear energy as an alternate energy source
6. effects on man and the environment.

7-8.P8 The student will investigate the states, forms, and changes of energy.

Descriptive Statement: Exploration should include:

Energy States

kinetic
potential

Energy Forms

heat/light
mechanical
chemical
nuclear
electrical
sound

Energy Changes

kinetic to potential
chemical to electrical
heat to light
mechanical to heat
potential to kinetic
matter to energy, $E=Mc^2$
law of conservation of matter and energy

7-8.P9 The student will explore wave motion for the purpose of learning features of waves as they move energy from one place to another.

Descriptive Statement: Characteristics and technological applications are:

Characteristics	**Types of Waves**	**Technical**
wave nature	light	doppler shift
reflection	sound	wave tanks
refraction	radio	television
diffraction	water	amplification
interference		lasers
		solar collectors
		noise pollution

7-8.P10 The student will investigate the characteristics and technological applications of electricity and magnetism.

Descriptive Statement: Select activities which will demonstrate the following:

Characteristics	**Technological Application**
static electricity	motors
circuits	circuit building
current electricity	generators
attraction and repulsion	voltmeters
lines of magnetic force	
force fields	

7-8.P11 The student will investigate the principles involved in work and machines.

Descriptive Statement: Provide activities which will allow investigation of the following:

Principles	**Application**
work	simple machines
force	complex machines
power	mechanical advantage
horsepower	

7-8.P12 The student will investigate basic principles and technological applications of force and motion.

Descriptive Statement: Use computer simulation audio-visuals and activities to investigate the following:

Principles	**Technological application**
gravitational forces	powered vehicles
friction	rockets and airplanes
speed and momentum	sports
inertia	
mass	
speed	
newtons	
velocity	
acceleration	
laws of motion	

7-8.P13 The student will explore career and consumer roles as they relate to chemistry and physical science.

Descriptive Statement: Exploration may include: famous men and women of science; consumer products; inventions and inventors; career opportunities in physical science.

7-8.P14 The student will evaluate past effects of science and technology on man and the environment. They will then predict or project future solutions and/or problems caused by research and development in the field.

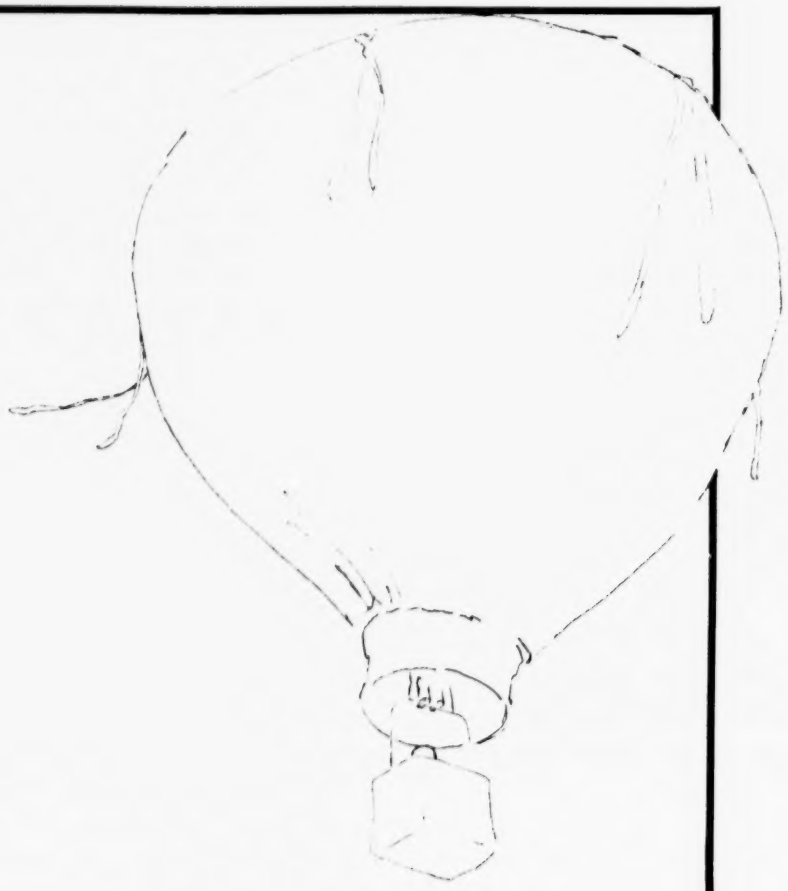
Descriptive Statement: Areas of concern may include:

1. pollution
2. nonrenewable resources
3. space exploration
4. conservation
5. organic chemicals
6. nuclear war
7. problems of medical research.

7-8.P15 The student will develop research skills by utilizing outside sources to work on selected individual problems.

Descriptive Statement: Research may involve advanced level

1. experimentation
2. library resources
3. interviews
4. science fair projects



Social Studies

SOCIAL STUDIES INTRODUCTION

The purpose of this section is to clarify educational goals for students in social studies classes in Oklahoma. This section does not set forth minimum outcomes, nor does it go beyond the developmental level of students in grades one through eight. The learner outcomes and descriptive statements presented here are closely aligned with current efforts to establish greater accountability for students' progress.

Major concepts in a social studies curriculum include space, process, change, time, interdependence, and human rights. Our students live in a world where space has telescoped; knowledge of structure is irrelevant without understanding process. Change proceeds at a rapid pace, and the insights to be gained from study of the history of our country and other cultures of the world are invaluable as guides in solving the major problems of our time. World survival depends on development of interpersonal skills and international understanding. This requires that the traditional subjects of geography, civics, economics, history, sociology, and psychology be interdisciplinary.[1] Therefore, the social studies curriculum requires (1) increased depth of understanding in the area of the human rights we enjoy, (2) knowledge of how few people in the world enjoy similar protections, and (3) realization of the offensive mounted daily against our ability to sustain them. To maintain our heritage requires a sense of personal responsibility to our basic values and a commitment to practice those values in our civic life.

In order to accomplish these goals, this section was prepared in the context of the following guidelines:

1. Social studies is a spiraling curriculum. The same concepts and skills will be repeated in greater depth in succeeding grades.
2. Teaching should move from concrete study to abstract thinking. Students learn best through the study of people and activities which stimulate their thinking and provide opportunity for application.
3. Concepts from each of the social studies disciplines are included at each grade level.
4. Attitudes and values which foster citizenship in a democratic society are included at each grade level.
5. Social studies skills necessary for survival in today's world are included at each grade level.
6. Teachers should adapt this material according to the needs of their students.
7. Social studies incorporates knowledge of and skills from language arts, mathematics, the sciences, and the arts. Cooperative cross-disciplinary planning is encouraged.[2]

[1]Daniel Roselle, **A Parent's Guide to the Social Studies,** Washington, D.C.: National Council for the Social Studies, 1974.

[2]**Touching, Living, Growing . . . Elementary Social Studies,** and **Handbook for Secondary Social Studies Education,** Oklahoma State Department of Education.

SOCIAL STUDIES PHILOSOPHY

Social studies educators in the public schools of Oklahoma have a major responsibility for preparing students to function effectively in a democratic society. Students must acquire the knowledge, attitudes, and skills necessary for appreciation of and commitment to a society of free choice in the political, economic, social, and cultural areas of life. In order to achieve this goal, students should be challenged by well-organized study of the social studies disciplines (anthropology, civics, government, economics, geography, sociology, psychology, philosophy, and history).

Implicit in educational commitment to democracy is the development of mutual relationships based on respect and recognition of the value of individual human worth and dignity.[1] Such belief is exhibited when recurring opportunities are provided for students to think at increasingly higher levels, and frequent opportunities are planned for students to learn in the style most appropriate for them.

The "social" dimension of the social studies is crucial. Students must be provided experiences to interact successfully in the resolution of conflict, both in school and community. Such experiences should include people of all backgrounds to develop common allegiance to resolution of disagreement through the free marketplace of ideas, the courts, and the ballot box.

Such a curriculum will provide yet one more generation to protect and expand the "American Dream" to exemplify the values in our founding documents -- the Declaration of Independence and the Constitution. Such a curriculum will prepare students to function without fear, with courage and hope in our increasingly complex society.

[1]**NCSS Social Studies Curriculum Guidelines,** Revision. Washington, DC: National Council for the Social Studies, 1979, p. 262.

SOCIAL STUDIES
GRADE ONE

For younger children, most of whom are leaving the secure and familiar environment of their primary group for the first time, it is necessary to stress adjusting to and feeling comfortable in groups outside the family and home. A major focus will be to learn to work cooperatively in setting goals and rules while providing experiences which will enhance the child's feelings of uniqueness. This program will introduce concepts from history, geography, economics, government, sociology, anthropology, and citizenship. Appropriate literature should be incorporated in all areas.

1.1 The student will identify with his/her school environment.
Descriptive Statement: The focus will be on identifying teacher, room, bus, and their places in the school setting.

1.2 The student will locate specific places in the school setting.
Descriptive Statement: The focus will be on using a map of the school to go to specific places, such as: restroom, principal's office, lunchroom, and playground.

1.3 The student will identify the roles of the people who work at school.
Descriptive Statement: The focus will be on identifying the various jobs performed by principals, teachers, custodial staff, and other adults, and recognizing that their work is economically important.

1.4 The student will know his/her own biographical data.
Descriptive Statement: The focus will be on the student reciting name, address, telephone number, birthday, and parents' names.

1.5 The student will recognize different lifestyles and cultures.
Descriptive Statement: The focus will be on recognizing different lifestyles and cultures as reflected in the local community.

1.6 The student will recognize the importance of the family and his/her responsibilities in the family.
Descriptive Statement: The focus will be on the family unit and how it provides for physical and emotional needs and fulfills a socializing function.

1.7 The student will identify the responsibilities that each family member fulfills for the benefit of the family unit.
Descriptive Statement: The focus will be on interdependence of family members in the fulfillment of family responsibilities. Special emphasis will be on developing understanding of changing family situations and lifestyles.

1.8 The student will understand and respect the rights of others.

Descriptive Statement: The focus will be on the necessity for development of rules and the responsibility for following these rules in the family, the school, and the wider community and how these are related to democratic beliefs; the school is an example of an agency of government.

1.9 The student will show awareness of people's need to be productive.

Descriptive Statement: The focus will be on career awareness and social contributions such as volunteer work, hobbies, and special abilities.

1.10 The student will develop a sense of patriotism.

Descriptive Statement: The focus will be on national holidays, national symbols (such as the flag), and the Pledge of Allegiance.

1.11 The student will become familiar with heroes and heroines in United States history.

Descriptive Statement: The focus will be on allegiance to the values exemplified by democratic leaders and the geographic, economic, political, and cultural factors influencing their lives.

1.12 The student will be helped and encouraged to develop a positive self-image.

Descriptive Statement: Emphasis will be placed on self-worth, acceptance of and respect for individual differences, and the importance of each individual's contribution to our society.

SOCIAL STUDIES
GRADE TWO

The study of the individual as a unique person, the individual in a family unit, and the individual in a school is further developed as the concept of the individual in a neighborhood is introduced. The study of a neighborhood will incorporate the social science disciplines, problems, and possible solutions. Children will be given the opportunity to develop geographic, economic, and sociological concepts. Appropriate literature should be incorporated in all areas.

2.1 The student will identify historical landmarks and geographic features in his/her neighborhood.
Descriptive Statement: The focus will be on geographic features, historical landmarks, and the recognition of these in the student's neighborhood.

2.2 The student will make and use simple maps of his/her neighborhood.
Descriptive Statement: The focus will be on familiarity with streets in the student's neighborhood. Map symbols and legends, as well as terms used in reading maps, will be included.

2.3 The student will identify different kinds of housing which serve the people in the neighborhood.
Descriptive Statement: The focus will be on reasons for choosing different kinds of housing.

2.4 The student will examine rules and laws in his/her school and neighborhood.
Descriptive Statement: The focus will be on reasons for rules and laws, and possible outcomes without them.

2.5 The student will examine various ways individuals satisfy their wants and needs.
Descriptive Statement: The focus will be on making choices to satisfy needs and wants, and the difference between needs and wants. Emphasis will be placed on evaluating the difference between fact and opinion relating to advertising and information.

2.6 The student will examine the workers who provide the goods and services for his/her neighborhood.
Descriptive Statement: The focus will be on identifying the jobs that provide the goods and services for the neighborhood.

2.7 The student will identify ways people communicate in his/her neighborhood.
Descriptive Statement: The focus will be on different means through which people communicate (phone, mail, talk, television, radio, etc.).

2.8 The student will identify different means of transportation in his/her neighborhood.
Descriptive Statement: The focus will be on types of transportation (cars, buses, taxi cabs, airplanes, etc.) that serve the neighborhood.

2.9 The student will examine how changes occur in neighborhoods over a period of time.
Descriptive Statement: The focus will be on people who move in and out of the student's neighborhood, families who change with time, and other neighborhood changes.

2.10 The student will examine how people work together to solve neighborhood problems.
Descriptive Statement: The focus will be on current neighborhood problems, solutions to those problems, and people who can help solve those problems.

2.11 The student will identify local, state, and national holidays, and customs that are observed in his/her neighborhood.
Descriptive Statement: The focus will be on the significance of holidays and cultural customs.

2.12 The student will examine the concept of pride in his/her neighborhood.
Descriptive Statement: The focus will be on developing the concept of pride and of being a responsible neighbor.

2.13 The student will be encouraged and helped to develop a positive self-image.
Descriptive Statement: Emphasis will be on reinforcement of self-worth, acceptance of and respect for individual differences, and the importance of individual's contributions to our society.

SOCIAL STUDIES
GRADE THREE

The community in which the students live is the primary scope of the third grade social studies program. The concepts are developed through an interdisciplinary content of history, geography, economics, government, sociology, anthropology, and citizenship. The skill of organizing information will be taught through making and using tables, charts, graphs, reports, and diagrams. Appropriate literature should be incorporated in all areas.

3.1 The student will identify and locate areas of communities.

Descriptive Statement: The focus will be on making and reading maps. Special emphasis will be given to direction, location, symbols, and approximate scale. Appropriate literature should be incorporated in all areas.

3.2 The student will identify reasons why people live in communities and the various groups who live there.

Descriptive Statement: The focus will be on activities that lead to an understanding of the multicultural composition, economic opportunities, physical features, climate, and natural resources of the student's community.

3.3 The student will describe the historical development of his/her community.

Descriptive Statement: The focus will be on active investigation using local human and physical resources, symbols, documents, events, and dates. An introduction will be given to chronology by the use of time lines.

3.4 The student will examine leadership roles in the school and community. Selection process for leaders will be studied.

Descriptive Statement: The focus will be on interaction with leaders and personal experiences in leadership roles in the community.

3.5 The student will examine the needs of communities.

Descriptive Statement: The focus will be on investigating and reporting the ways communities take care of their needs.

3.6 The student will identify and develop solutions for community problems.

Descriptive Statement: The focus will be on investigating the need for laws and determining other solutions to community problems.

3.7 The student will contrast various modes of transportation used in communities.

Descriptive Statement: The focus will be on comparing and contrasting ways of transporting people and goods in communities.

3.8 The student will identify the goods, services, and leisure time activities that are needed and provided in his/her community.

Descriptive Statement: The focus will be on how careers and activities affect the individual and quality of life.

3.9 The student will describe ways people adapt to change.

Descriptive Statement: The focus will be on adjustment to individual, family, and community changes (including the changing roles of men and women).

3.10 The student will identify attributes of effective citizenship.

Descriptive Statement: The focus will be on demonstration of effective and responsible citizenship through classroom and community interaction.

3.11 The student will identify the impact of community mass media.

Descriptive Statement: Emphasis will be on analyzing fact and opinion, inferences, and propaganda in advertising and information.

3.12 The student will be helped and encouraged to develop a positive self-image.

Descriptive Statement: Emphasis will be on self-worth, acceptance, and respect for individual differences and the importance of each individual's contribution to our society.

SOCIAL STUDIES
GRADE FOUR

The fourth grade social studies curriculum will emphasize the study of Oklahoma.[1] This study may include a variety of regions (state, national, or international) in order to illustrate the adaptability of people to different environments. Students will locate and interpret information about Oklahoma by selecting appropriate materials and comparing and evaluating information from encyclopedias, atlases, dictionaries, periodicals, maps and globes, graphs and charts, personal interviews, literature, pictures, and cartoons.

4.1 The student will differentiate between the various geographic features of Oklahoma.
Descriptive Statement: The focus will be on identifying major water and land forms.

4.2 The student will identify and examine the various cultural groups that contributed to Oklahoma's heritage.
Descriptive Statement: Emphasis will focus on why various groups came, where they settled, and their contributions to the development of this state.

4.3 The student will recognize the state symbols and their historical significance.
Descriptive Statement: The focus will be on identifying the flag, seal, bird, flower, and other state symbols and interpreting their meaning, use, and selection.

4.4 The student will explore the major events leading to the development of Oklahoma as a state.
Descriptive Statement: Emphasis will be on the land runs, transfer of the capital from Guthrie to Oklahoma City, development of physical and political boundaries, and other significant events.

4.5 The student will identify the basic organization of local, county, and state government.
Descriptive Statement: Emphasis will be on introducing the executive, legislative, and judicial functions of each level of government.

4.6 The student will identify and compare the various economic and natural resources located in the state.
Descriptive Statement: Emphasis will be on crops, energy, livestock, forestry, tourism, manufacturing, high technology, and aircraft. Special emphasis will be on the conservation and use of soil, water, air, forests, wildlife, and energy-related resources.

[1]The expanding horizons curriculum pattern in social studies begins with the family and school at the first grade, neighborhood at second, community at third, Oklahoma at fourth, United States at fifth, and world at sixth, even though many textbook series omit state studies at the fourth grade. A series of materials for Oklahoma studies at the fourth grade level is available from the State Department of Education. The materials include the following publications: *Touching, Living, Growing . . . Elementary Social Studies; Handbook for Secondary Social Studies Education; Economic Education, K-12; Classroom Learning Activities for Social Studies (CLASS); Pride in Oklahoma; Oklahoma OK; Native Americans in Oklahoma;* and *Oklahoma Coloring Book.*

4.7 The student will list and research famous Oklahomans.

Descriptive Statement: The focus will be on exploring their achievements and the geographic, economic, political, and cultural factors influencing their lives.

4.8 The student will compare geographic, economic, political, and cultural characteristics of Oklahoma with those of other states and/or regions.

Descriptive Statement: The focus will be on using the skills of organizing information to compare and contrast these characteristics.

4.9 The student will identify the impact of Oklahoma mass media.

Descriptive Statement: Emphasis will be on analyzing fact and opinion, inferences, and propaganda in advertising and information.

4.10 The student will be encouraged and helped to develop a positive self-image.

Descriptive Statement: Emphasis will be on reinforcement of self-worth, acceptance, and respect for individual differences, and the importance of each individual's contribution to our society.

SOCIAL STUDIES
GRADE FIVE

The emphasis at fifth grade is to examine the five geographical areas of the United States[1] in reference to life today and explore their historical antecedents. Further examination will be given to government, energy, transportation, natural resources, and the diverse ethnic, racial, and religious origins of the people of our nation. The student will locate and interpret information by selecting appropriate materials and comparing and evaluating information from encyclopedias, atlases, dictionaries, periodicals, maps and globes, graphs and charts, personal interviews, literature, pictures, and cartoons.

5.1 The student will demonstrate a knowledge of the Northeast Region of the United States.
Descriptive Statement: The focus will be on lifestyle as it exists today; a geographical, political, and economic overview; and historical antecedents.

5.2 The student will demonstrate a knowledge of the Southern Region of the United States.
Descriptive Statement: The emphasis will be on lifestyle as it exists today; a geographical, political, and economic overview; and historical antecedents.

5.3 The student will demonstrate a knowledge of the Midwestern Region of the United States.
Descriptive Statement: The emphasis will be on lifestyle as it exists today; a geographical, political, and economic overview; and historical antecedents.

5.4 The student will demonstrate a knowledge of the Rocky Mountain Region of the United States.
Descriptive Statement: The emphasis will be on lifestyle as it exists today; a geographical, political, and economic overview; and historical antecedents.

5.5 The student will demonstrate a knowledge of the Pacific Coastal Region of the United States.
Descriptive Statement: The emphasis will be on lifestyle as it exists today; a geographical, political, and economic overview; and historical antecedents.

5.6 The student will interpret the basic ideals expressed in the Declaration of Independence and the Constitution of the United States.
Descriptive Statement: The focus will be on identifying the reasons for writing the documents, the influence the documents have on our lives today, and understanding the functions and responsibilities of the executive, judicial, and legislative branches of our national government.

[1]See Oklahoma State Department of Education publication: *Touching, Living, Growing . . . Elementary Social Studies.*

5.7 The student will describe how natural resources affect the development of the nation.
Descriptive Statement: Emphasis will be placed on ways natural resources affect people, use of natural resources, and preservation of natural resources in our nation.

5.8 The student will investigate the importance of the development of transportation in our nation.
Descriptive Statement: Focus will be placed on exploring the development of highway transportation (automobiles, buses, trucks), rail transportation, water transportation, and air transportation.

5.9 The student will determine how energy resources can best be used in the nation.
Descriptive Statement: Emphasis will be placed on home use of energy sources in the nation (electric, coal, oil, natural gases, solar, wood, and water).

5.10 The student will demonstrate a working knowledge of the utilization of human resources in the nation.
Descriptive Statement: Focus will be placed on the culture, lifestyles, ethnic origin, and contributions of the diverse population of our nation (including the changing roles of men and women).

5.11 The student will cite examples of interdependence within our nation and the world.
Descriptive Statement: Focus will be placed on natural and human resources.

5.12 The student will identify the impact of mass media.
Descriptive Statement: Emphasis will be on analyzing fact and opinion, inferences, and propaganda in advertising and information.

5.13 The student will be helped and encouraged to develop a positive self-image.
Descriptive Statement: Emphasis will be on reinforcement of self-worth, understanding of individual differences, and the realization that each individual makes a contribution to our society.

SOCIAL STUDIES
GRADES SIX, SEVEN, AND EIGHT

Grades six, seven, and eight are organized in several different ways in Oklahoma schools. Therefore, this section is divided by social studies courses rather than by grade level. Course descriptions have been omitted because the course may be taught at one of three grade levels and the content may vary according to that grade level.

CIVICS

C.1 The student will have functional knowledge of his/her rights and responsibilities as a citizen in a democratic society and apply problem solving skills to the current issues of our country.

Descriptive Statement: Focus will be on the Bill of Rights with emphasis on the rights and responsibilities of citizenship. The decision-making and participatory skills needed to assure commitment to the protection and continuation of the rights of American citizens will be practiced.

C.2 The student will make a distinction among propaganda, fact and opinion; identify cause and effect relationships; and draw conclusions.

Descriptive Statement: Focus will be on developing objectivity and analytical skills in dealing with problems facing a democratic society.

C.3 The student will identify the need for law and government and understand the beliefs on which democratic government is based.

Descriptive Statement: The focus will be on understanding the critical contributions of organization to the survival of society. The student will further comprehend the difference in philosophy between a democratic government which is based on respect of, concern for, and protection of the individual and totalitarian government which is based on the primacy of the state and the elite.

C.4 The student will understand the interrelationship of federal, state, county, and municipal governments.

Descriptive Statement: Focus will be on understanding the duties, functions, and restrictions placed on each level of government.

C.5 The student will evaluate the impact of Populism on our state constitution and show an awareness of where power exists in state, county, and municipal governments.

Descriptive Statement: Focus will be on understanding the role of state government in the lives of students.

C.6 The student will understand the concept of separation of powers and its effect upon our three branches of government.

Descriptive Statement: The focus will be on the structure, function, interrelationships, and actual operation of each branch of government and the concept of checks and balances.

C.7 The student will describe the election process involved in national, state, and local governments including the role of America's political parties.

Descriptive Statement: The focus will be on demonstrating knowledge of the presidential, state, county, and local election process. This will include qualifications of candidates running for office and their duties.

C.8 The student will define the meaning of due process of law and its effects on individual citizens; and show understanding of the differences among and relationships of statutory, common, constitutional, and administrative law.

Descriptive Statement: Focus will be on defining the meaning of due process and its effects on individual citizens; as well as identifying the relationships, and practical uses of each type of law.

C.9 The student will know the differences in values and functioning of different political systems.

Descriptive Statement: This comparison will include studies of democracy and various forms of governments.

C.10 The student will be able to interpret and analyze political cartoons, graphs, and charts.

Descriptive Statement: Focus will be on familiarizing students with the symbols of our culture for decoding political cartoons, and being able to translate data into tables and graphs.

C.11 The student will be helped and encouraged to develop a positive self-image.

Descriptive Statement: Emphasis will be on reinforcement of self-worth, understanding of individual differences, and the realization that each individual makes a contribution to our society.

ECONOMICS

E.1 The student will be able to define and use basic economic terms that describe the economic system in America.

Descriptive Statement: Emphasis will be on the discussion and use of basic economic terms, their interrelatedness, and their use in discussing the daily news.

E.2 The student will distinguish between traditional, command, and market economies and understand the difference in philosophy on which each is based.

Descriptive Statement: Focus will be on exhibiting understanding of the advantages and disadvantages of a market economy and why the United States has become a mixed economy. The student will be able to differentiate among socialist, traditional, communist, and private enterprise economies.

E.3 The student will be able to identify and describe the roles of major economic institutions such as financial institutions, businesses, labor unions, and government agencies.

Descriptive Statement: Emphasis will be placed on understanding the organization of banks, unions, businesses, and government agencies (FDIC, FICA, etc.).

E.4 The student will understand the functions of government in monitoring and regulating the economic system.

Descriptive Statement: Emphasis will be placed on the role of taxes, spending, regulation of banks and other financial institutions, and how these activities are used to create or inhibit economic growth and stability.

E.5 The student will be able to identify and describe the major sectors of the economy which are households, businesses, and governments.

Descriptive Statement: Emphasis will be placed on households, businesses, and governments as consumers and suppliers of goods and services. The circular flow will be studied.

E.6 The student will demonstrate understanding of the relationship of the four components of GNP.

Descriptive Statement: The focus will be on understanding that a change in expenditure by consumers, businesses, government, or purchases from abroad can result in inflation, recession, or depression.

E.7 The student will be helped and encouraged to develop a positive self-image.

Descriptive Statement: Emphasis will be on reinforcement of self-worth, understanding of individual differences, and the realization that each individual makes a contribution to our society.

GEOGRAPHY

G.1 The student will be able to interpret maps, globes, and atlases.

Descriptive Statement: Focus will be on the student's ability to find cardinal and intermediate directions, interpret legends, identify land and water forms, and use the terminology of geography.

G.2 The student will be able to distinguish between political and physical maps.

Descriptive Statement: Emphasis will be placed upon locating the countries of the world and the ability to use all kinds of maps (resource, transportation, population, cultural, political, and so on).

G.3 The student will be able to understand and apply skills associated with latitude and longitude.

Descriptive Statement: A study of meridians and parallels as well as earth movements, seasonal changes, climate, and time zones will be included.

G.4 The student will be able to analyze the interrelationships of environmental factors which link people to their neighbors and their planet.

Descriptive Statement: Factors such as location and demand for natural resources, conservation, and ecology will be stressed. Continued importance should be placed upon our responsibility in preserving the environment through prevention of air, water, and soil pollution.

G.5 The student will demonstrate a knowledge of political boundaries within the United States by independently locating the 50 states and their capitals, the countries of the world, and the major cities of the world.

Descriptive Statement: Emphasis will be on locating states, the position of capitals within states, locating nations, and major world cities.

G.6 The student will identify and locate major topographical features on all the continents.

Descriptive Statement: Various sources will be used to acquaint the student with features such as water and landforms, and natural resources of all the continents.

G.7 The student will demonstrate an awareness of selected world cultures through a study of values, traditions, and institutions.

Descriptive Statement: Factors such as customs, history, race, language development, and religious history will be investigated.

G.8 The student will recognize how societies at various levels of technological development view the use and conservation of natural resources.

Descriptive Statement: Emphasis will be placed upon how people utilize technology to change their environment. Consideration will also be given to how the unequal distribution of resources has affected history.

G.9 The student will be able to construct and interpret graphs, tables, diagrams, and other pictorial materials based on information gathered through study.

Descriptive Statement: Emphasis will be on gathering, comparing, contrasting, applying, analyzing, and synthesizing information presented in special maps, graphs, diagrams, cartoons, models, pictures, and timelines.

G.10 The student will be able to relate information presented by the mass media to the geography of the region.

Descriptive Statement: Emphasis will be on current events as presented by television, radio, newspapers, magazines; and eyewitness accounts will be analyzed.

G.11 The student will cite examples of the effects of landforms, waterforms, and environmental factors on patterns of settlement and cultural development.

Descriptive Statement: Emphasis will be placed on recognition of the geographic factors which contribute to particular lifestyles and cultures such as natural boundaries, climate, ocean currents, and natural resources.

G.12 The student will demonstrate the ability to use reference materials and resources for investigating specific areas of geographical study.

Descriptive Statement: In addition to reference works (encyclopedias, books, periodicals, atlases, almanacs, etc.), the student will exhibit the ability to gather information from a wide range of available materials. These sources include knowledgeable persons and audio-visual materials.

G.13 The student will be helped and encouraged to develop a positive self-image.

Descriptive Statement: Emphasis will be on reinforcement of self-worth, understanding of individual differences, and the realization that each individual makes a contribution to our society.

UNITED STATES HISTORY

US.1 The student will identify events in the pre-Columbian period of American history.

Descriptive Statement: Focus will be on the contributions of pre-Columbian cultures, scientific developments, and reasons for world exploration.

US.2 The student will compare the different approaches of European nations in exploring and colonizing the New World.

Descriptive Statement: Emphasis will be on religious influences, the search for riches, land ownership, and social relations in the New World and the related conflicts which arose. Map study and identification of geographical and political boundaries will also be included.

US.3 The student will contrast lifestyles in the colonies.

Descriptive Statement: Emphasis will include a study of religious, cultural, and ethnic groups including contributions to the development of American government.

US.4 The student will identify major events, causes, effects, and significant personalities of the Revolutionary War.

Descriptive Statement: Emphasis will be on the causes and impact of the American Revolution on both England and the new nation.

US.5 The student will identify factors which contributed to the establishment and growth of the United States government.

Descriptive Statement: Emphasis will be on trends, events, and problems of the new nation, including major provisions of the United States Constitution, political issues of the period, and the rising power of the United States. The issues associated with the War of 1812 will also be considered.

US.6 The student will discuss nationalism, sectionalism, and expansionism during the period 1815-1850.

Descriptive Statement: The focus will be on the Westward Movement, land acquisition, tariffs, slavery, industrialization, inventions, major court decisons, and Indian removal.

US.7 The student will relate how sectionalism and other issues contributed to the Civil War.

Descriptive Statement: Emphasis will be on states' rights, admission of new states to the Union, belief in Manifest Destiny, and the treatment of Negroes and American Indians. Events such as the Mexican War, the Compromise of 1850, the Kansas-Nebraska Act, and the influence of railroads will be discussed.

US.8 The student will describe how the Civil War preserved the Union and reaffirmed the power of the national government.

Descriptive Statement: Focus will be on all aspects of the Civil War: battles, important events (such as Fort Sumter, the Emancipation Proclamation, and the election of Abraham Lincoln). The effects of Reconstruction on the North and the South will be explored.

US.9 The student will describe the effects of the frontier on the American way of life after the Civil War.

Descriptive Statement: The frontier mentality and its influences on events in the West will be studied. Important factors such as the invention of barbed wire, the clash of cultures between new settlers and indigenous populations, the closing of the frontier, and major personalities of this era will be emphasized.

US.10 The student will describe the social, political, and economic developments in the United States from 1840-1900.

Descriptive Statement: Emphasis will focus on the rise of big business and organized labor, the new immigration, inventions, populism, progressivism, and their impact upon urbanization and rural life. Major business developments and important personalities of this period will be identified.

US.11 The student will define imperialism and cite examples of how it affected American foreign policy from Reconstruction to 1918.

Descriptive Statement: Focus will center on the rise of world imperialism, the development of the United States as a world power, and the acquisition of Cuba, Hawaii and the Philippines as U.S. territories.

US.12 The student will identify major political, economic, and social patterns emerging between WWI and WWII.

Descriptive Statement: Focus will be on landmark developments such as the Treaty of Versailles, creation and failure of the League of Nations, the rise of modern totalitarian states, and industrial, technological, and economic changes and their impact on American government and society.

US.13 The student will identify the causes, events, and results of WWII.

Descriptive Statement: Focus will be on political instability, imperialistic dictatorships, and other causes of the war. Events leading to the Cold War and the Nuclear Age will be included.

US.14 The student will describe the impact on the United States of important economic, political, and social changes since WWII.

Descriptive Statement: Emphasis will be on issues such as the energy crisis, the expansion of Communism in the world, the emergence of the Third World, competition in world markets, abuse of chemical substances, terrorism, hunger, the population explosion, and the human rights movement.

US.15 The student will be helped and encouraged to develop a positive self-image.

Descriptive Statement: Emphasis will be on reinforcement of self-worth, understanding of individual differences, and the realization that each individual makes a contribution to our society.

WORLD HISTORY/CULTURES

WH.1 The student will identify and describe selected cultures that have affected world history.

Descriptive Statement: This study should include biography, mores and taboos, folksongs, religious history, customs, government, economic systems, norms/status/class/roles, and technology of the society. Cultures examined will be from all periods of history: ancient, medieval, and modern.

WH.2 The student will identify cultural factors that influence the lives of the people within a nation.

Descriptive Statement: These factors will include religious, social, economic, and political history with attention to the history of art, music, literature, and drama.

WH.3 The student will identify environmental factors that influence the lives of the people within a nation.

Descriptive Statement: These factors will include land and water forms, natural resources, and climate.

WH.4 The student will identify current world problems, their historical development, and suggest possible solutions and consequences.

Descriptive Statement: Emphasis will be to identify and analyze problems which are of global significance, hypothesize solutions, and locate the countries or areas under study on a world map.

WH.5 The student will identify and describe important periods and events of world history.

Descriptive Statement: Emphasis will be placed on prehistoric and early civilizations and how their influence on history affects the modern world. Time lines should be an integral part of this study.

WH.6 The student will identify the origin and development of democracy as a philosophy and form of government.

Descriptive Statement: Emphasis will be on early development of democratic ideals and the influence of these ideals in the evolution of democratic societies (such as, but not limited to, Hebrew, Greek, and Anglo-Saxon history).

WH.7 The student will compare and contrast past and present political systems.

Descriptive Statement: Emphasis is on comparing monarchy, theocracy, democracy, and dictatorship in such areas as sources of political power, succession, and rights of the individual.

WH.8 The student will recognize the historical development of major world economic systems.

Descriptive Statement: Emphasis will be on physical or cultural factors which influenced the development of world economic systems (traditional, command, and market) and how these systems affect the quality of life.

WH.9 The student will cite examples of interdependence within cultures and in the world community.

Descriptive Statement: The student will move from examples of interdependence within a single culture to examples of interdependence among countries.

WH.10 The student will define and analyze the concept "quality of life" taking into consideration the social and economic differences among people of the world.

Descriptive Statement: The focus will be on examining life expectancy, nutrition, levels of technology, and other factors (i.e., the Enlightenment, the Industrial Revolution, the printing press, etc.) in order to evaluate the effect on lifestyles and institutions.

WH.11 The student will interpret special purpose maps (weather, population, etc.), graphs, and diagrams to more fully understand the interrelationships of society.

Descriptive Statement: The emphasis will be on gathering and using information for comparing, contrasting, and drawing conclusions. The interpretation of maps should include the use of direction, location, and distance skills; symbol reading; and climate and resource knowledge.

WH.12 The student will analyze the historical development and influences of various religions on the art, music, literature, and lifestyles of the culture.

Descriptive Statement: Emphasis is on various religions/moral philosophies, the geographic origin of these beliefs, and their effects politically, socially, economically, and culturally.

WH.13 The student will recognize that history is a series of interrelated developments that afford the opportunity to learn from the past.

Descriptive Statement: Emphasis will be on critical ideas and on identifying lasting and recurring issues facing humankind (i.e., conflict, nationalism, poverty, change, prejudice, stereotyping, and discrimination).

WH.14 The student will be helped and encouraged to develop a positive self-image.

Descriptive Statement: Emphasis will be on reinforcement of self-worth, understanding of individual differences, and the realization that each individual makes a contribution to our society.